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# THE LIBRARY JOURNAL

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Vol. 58

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No. 10

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## Unanswered Questions

*Harry Miller Lydenberg*

## Human Side of Library Work With Foreign-Born Children

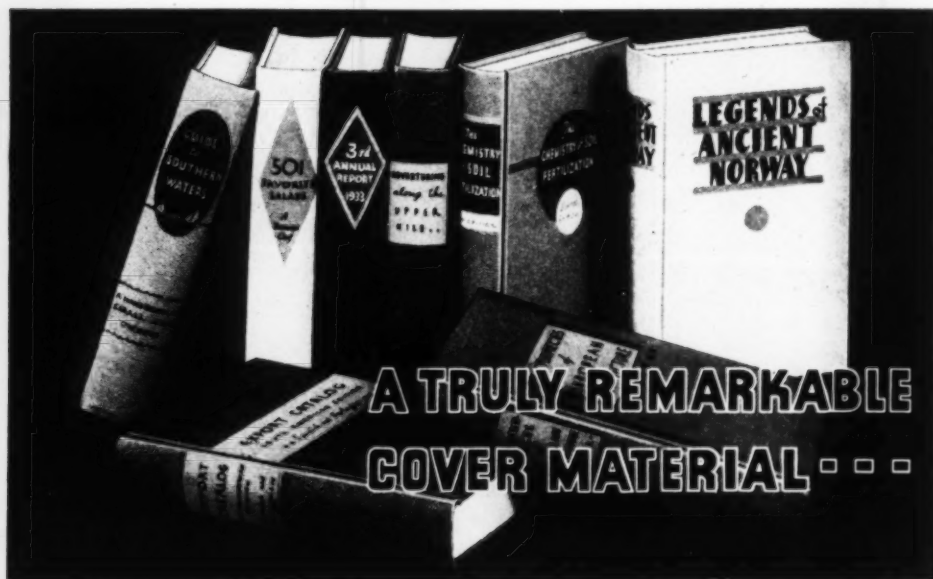
*Irene Smith*

## Library Work With Boys and Girls In The Province of Quebec

*Violet Mary MacEwen*

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## Forthcoming Issues of THE LIBRARY JOURNAL

Last October THE LIBRARY JOURNAL published an article by Dr. L. Bendikson of the Henry E. Huntington Library giving a short description of an improved method of reproduction of reference and source material on films. A continuation of this subject will be published in an article entitled "When Filing Cards Take the Place of Books" in the November 15 number. Readers interested in the question of fire hazard in relation to films will be especially interested in this paper. Two other articles scheduled for this number are: "Borrowing From Our Neighbors," by Marion J. Ewing, Acting Librarian of Pomona College Library, California; and "Rental Service for the College Library—A Way Out of the Depression," by Deborah King, Librarian, Senior Grade, University of California at Los Angeles Library.

A special number to be devoted to correspondence schools and their relation to public libraries is being planned for December 1. Special articles on the subject will be prepared by Dr. J. F. Noffsinger of the National Home Study Council, Washington, D. C., and Thomas L. Mayer, Head of the Department of Technology at the Buffalo, N. Y., Public Library.

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# THE LIBRARY JOURNAL

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## Unanswered Questions<sup>1</sup>

By HARRY MILLER LYDENBERG

*Assistant Director, The New York Public Library*

JULY, 1893, just forty years ago, and the American Library Association in its sixteenth session in this city of Chicago, the meeting then as now part of an international congress of librarians. A year much like the four we have just lived through, financial crises in this country, Italy, India, and Australia staggering and rocking industrial and economic life; failures and receiverships for banks and railroads so common as to excite little more than passing comment; unemployment a vital and pressing problem.

Librarians were talking about the new building for the Chicago Public Library, one cornerstone just laid in May, the other to be laid in November; about the final settlement of the litigation over the John Crerar will; about the bequest for the Rosenberg library in Galveston, about the Arizona museum and Arizona territorial library recently established, about the purchase of the Copinger collection of Bibles for the General Theological Seminary library in New York City. It was still an era of printed catalogs for such libraries as could afford them. The Rudolph indexer, some thought, was fated ultimately to take the place of printed catalogs and card catalogs. The Cutter expansive classification and the Dewey decimal system had gradually worn down their other competitors and were now settling into the final rounds of their duel.

And here I should pause for some one to rise to remind me that when Dr. Dewey opened the

sixteenth conference of the A.L.A. forty years ago he announced he "would make no formal report and would defer any extended remarks." His worthy precedent has not been followed consistently since then, but I shall do my best this evening to keep close to his commendable example.

It is not unfitting, however, that on such an occasion as this we should recall the earlier meeting in this city, that we should note how it, just forty years from us, stood then just forty years from the first general meeting of librarians in this country in New York City in 1853. It certainly is not unfitting that on such an occasion we should glance at the ground behind us, should study carefully the path before us that indicates in general but indefinite fashion some of the pleasant meadows we may hope to traverse soon and warns of those bogs and swamps, those perilous passes and difficult crevasses, that cause some stout hearts to greet the future with apprehension.

I  
As librarians our life is an integral part of the surrounding world. As librarians our life is completely separated from the surrounding world. Phrase it as you will: each is true, neither is true—alone. When the storm broke four years ago this very month I am sure we all realized we were certain to be affected in some degree, but I doubt if many had any idea the flood would ravage our shores with the biting fierceness these years have shown, few thought the whirl and swirl of the market place would sweep into our

<sup>1</sup> Summary of A.L.A. Presidential Address, 1933.

reading rooms to fill them with unaccustomed readers and to drag from them some we had come to count as intimate partners of our daily life. It all gave us one more opportunity for fruitful study of the closeness of connection between our work and that of our neighbors and fellow citizens. But whether we are detached observers swung high aloft in the crow's nest or are part of the crew laboring at the pumps and sweeps, none can deny or doubt that the economic and industrial upheaval has had a lasting effect on our present and our future fortune.

What kind of an effect has it had?

Well, for one thing, it has shown us just what kind of part the library plays in this world. Some of us have had the instructive experience of standing before those in control of the public purse and presenting our appeal for funds for the library, an experience as chastening as instructive. We show by diagrams and tables, by word of mouth and written and printed support, how the use of the library has grown, how responsive it has been to these increased demands, how sympathetically and helpfully it has worked with its public, how it has sought to anticipate those needs. We build up what seems to us a convincing case, its accuracy and strength demonstrated beyond cavil or doubt.

Yes, and we have seen that eloquent and moving plea met with devastating thunder and conviction. "The library is a luxury, and in times like these luxuries must go first and must be cut deepest. Do you realize that so and so many thousand dollars of last year's taxes are unpaid? Do you really want us to spend more money for books when so and so many families lack money to pay their water bills? Do you know how many empty coal bins are being filled by gifts from kindly neighbors? Do you really want us to take public money to buy more books for your readers while such distress but a few hundred yards from here calls to high heaven for help? You'll be asking us to supply picture puzzles next!"

When we hear honest, public spirited men, your friends and neighbors and mine, saying such things, what can we reply?

We insist that the library is no luxury, that it is an essential part of the life of every citizen and every community that rate the mind above the body. "Man shall not live by bread alone" is as true today as when the Teacher quoted it nineteen hundred years ago.

Ah, yes, my friends, it is easy to say such things here before a friendly and understanding audience. No matter whether it is easy or difficult to say them before a hostile audience, it is the duty of each of us who cares for more than the next fleeting moment to ask why it is that honest, intelligent men speak and feel this way about libraries. We certainly have failed to con-

vince them that our work is as essential, as fundamental, as necessary, as worth while as we so fondly and honestly believe it to be.

Would it be necessary if we had shown them as youths what books could do? If we had proven to them then that books can be free from the stigma of text books and the hateful memories of instruments thrust upon them by school teachers? What have we done to show the youngster how to read? Given him story hours, I admit. Yes, and provided carefully graded lists for this age and that. But if men with a semblance of education answer our pleas with such replies, tell me how to rate our efforts to demonstrate that books are vital and essential?

May our future efforts at demonstration be more potent and more successful than those we look back on in the immediate past.

## II

What are the achievements the Association can set to its credit this year just passing? What are the problems facing us?

For one thing I rank high the efforts to keep the profession young. It is difficult to speak too strongly of the work of the committee on pensions and annuities. I am sure I voice the feeling of every member of the Association and of every well wisher of library work in this country when I congratulate the Association on the results of this work and thank the Committee for its happy solution of the problem.

Closely akin to this in spirit has been the way the new members, the younger folk, have been recognized the past few years. Every one of us wants to give this new blood a chance to strengthen and enliven our fellowship, to give these new brooms a chance to demonstrate that they can sweep effectively—whenever and wherever their elders have failed.

We all rejoice that the first payment—one half of the total expected—has been made by the Carnegie Corporation on account of the million increase in endowment secured as the result of the constant, persistent, unceasing labors of the special membership committee. But the income of this half million, say \$20,000, will not set us free from thought and care. The year for the Association began with a deficit, and our activities have been hampered by the necessity of first making good on that deficit, and second adjusting ourselves to decreased income.

A salary cut of fourteen per cent applied to the headquarters' staff is the demonstration of our earnest determination to live within our income. The spirit with which this was met by the devoted band in the Secretary's office redounds emphatically to their credit. Let me remind you also that the headquarters' staff ranks among the first to join the annuity plan announced early this year. We all hope that in the not too dis-



tant future we may be able to change the arrangement from the present "employee pay-all" plan to a joint sharing of contributions by employer and employee.

Something like three-fifths of our income, 60 per cent of our annual receipts, comes from membership dues, conference registration, sales of publications, the whole making a factor closely controlled by you, me, each of us. One new member brought in by each one now enrolled will double our income. Responsibility for the future progress of the work rests squarely on our own shoulders.

I want to call attention to the part we have played in the movement for adult education. Steady, constant thought and effort prove that we unquestionably see an advance here as compared with our position a year ago. We have been more concerned with studies, experimentation, investigation, thought, than with promulgation or propaganda. The next major step may perhaps be an examination of the library implications of the numerous adult education experiments now under way.

For library extension the year has been marked rather by emphasis on fundamentals, on foundation work, then by startling expansion. Revision of public library standards by a special committee, beginning of the study of the public administration aspects of public library service, a notable meeting at the University of North Carolina, continuation of the regional field work in the Southeast, a demonstration from the Knoxville library covering ten counties in the Tennessee valley area, the survey of *Libraries in Canada*, and the grants to Canadian college libraries by the Carnegie Corporation parallel to those great helps made in this country a year or so ago, these stand out as some of the things to remember in this field. The most serious setback came in state library extension work, which suffered distressingly at the hands of state legislatures.

It is a satisfaction to recall that the Library of Congress has found itself able to take over the task of supplying D.C. numbers on its printed cards. Another advance not spectacular but none the less beneficial has been the establishment of a scheme of cooperative cataloging destined undoubtedly to decrease administrative costs for each of us and to increase the help we can give scholarship and research when they turn to us.

There is less satisfaction in recalling that we still have vacant the post of assistant at headquarters charged with the supervision of our work in the field of adult education, that the statistical service and the school library department and the college library advisory service are all likewise deferred.

### III

So much for the immediate past. What about

tomorrow, next year, the next decade?

Let me mention a few of the problems that face us. What part are we librarians to play in control of this new leisure voluntarily sought or involuntarily thrust upon this new world? What are we to say to the next generation of librarians? What are we to do about new phases of book production? What do we know about the cost of storage of books, the cost of supplying books to readers? How are we to justify the cost of our work to the community that supports us? What are we doing to adapt our administrative problems to the new conditions that face us? How shall the work of libraries (adult education, reference, circulation) be revamped to meet the needs of the new social order and to fit the new philosophy of education with its renewal of emphasis on independent study?

How soon shall we be able to tell the new generation of librarians just what qualifications we feel the library schools should set before them as preliminary to their decision about joining our ranks? Have we in the past emphasized too much the material rewards when we set before us the task of recruiting for librarianship? Much of the success that crowns the next generation will depend on the way we of today insure the ease of access of those fitted for our work, and help to other careers those who there will be happier and more successful.

Mass production has swept into the world of books. The output of typewriter, machine compositor, high speed presses has increased prodigiously; the reading public is larger, though perhaps not proportionately increased; the space for shelving and the capacity for digesting, absorbing, using this Gargantuan mass lag far behind. The same specialization that besets us in our industrial or professional life demands observance in the book life. Are economic and book world alike condemned to this welter of uncertainty until they develop and apply proper controls? If so, it certainly behooves us as librarians to ponder our responsibility and our fate.

I sometimes wonder if we today are witnessing a change in book making as far reaching and as portentous as that in Mainz when Johann Gutenberg produced a book mechanically, without the slightest use of the pen, as some of his followers described it. Certainly the mechanical production of books has far surpassed in speed and quantity any forecasts the previous generation would have dreamed of voicing in its most daring moods. And now when the camera, the offset process, the rubber blanket, the film slide, the phonograph record—to say nothing about radio broadcasting, television, sound pictures—are so emphatically at our elbow, what can we as librarians do but ask earnestly where we may find the man with vision extensive enough and

accurate enough to picture exactly whither we go and what we are to encounter? We certainly shall be unfaithful to our trust, unappreciative of our opportunities if we fail to realize that a change is imminent, indeed is on us.

Our scientific friends have come to feel recently that storage of books in our modern cities is dangerous, the polluted air of urban environment doing irreparable damage to paper and leather there subjected to its ravages, while the purer air of the country, less beridden with noxious gases, offered a more welcoming haven to paper and binding. Does this look towards the removal of the bulk of our books to storage warehouses far out in the country, with daily shipments to the reading rooms located in the midst of busy city life and strife?

For the study of these storage conditions we ought certainly to pause long enough here to pay tribute to the Carnegie Corporation, which made possible the long and thorough examination of methods of caring for books carried on for several years by the Bureau of Standards at Washington for the National Research Council. To the Corporation, the Council, the Bureau should go our thanks as librarians, and (within the family circle) let me ask if you feel it to the credit of this association of librarians that such an investigation should have been made on behalf of another organization than our own? Never a word of appreciation or approval from the American Library Association!

Now and then we hear a protest against the size and growth and vastness of our modern museums, hospitals, other typical institutions, suggesting that better results would follow if these huge plants were broken up into smaller ones, highly specialized, located at strategically convenient points. To be sure, the voice of the market place is by no means unanimous, but the mere raising of the question is significant. I sometimes wonder if our library schools and centers of research and investigation might find it profitable to devote the time and effort of a competent student to determine when the weight of the library administrative machinery requires more energy than can be profitably devoted to such a purpose.

I can not solve these problems. But I do not fear to set them before you for consideration, thought, and pondering. Every one of us will say without qualification that we want to simplify our life, to lessen complications that beset us on every side, to define the fundamentals and to relegate the less important to the sidelines. No difficulty in stating the premises. But application of the general principles is not so simple when it comes to applying them to surrounding conditions.

#### IV

And now, friends, what is the substance of the whole matter? Which of these questions must be faced and answered today? Which in time will answer themselves?

This is neither the time nor place to decide whether an era is past and we are entering on a new world, or whether there has been no essential change beyond a shrinking in paper values. A change certainly has come, a new vision has been seen. But interpret and explain it as you will, never do you find a prophet who dreams of a world without books, without contact with those records of what has been said and done and thought in the past, those inspirations and stimulations for new visions in the future. It is a new world, with a new emphasis on the machine. But it is also an old world with the simple moral and spiritual values still the motivating forces behind the processes of reconstruction. It is certainly a better world in which to do library work. No need for us to seek a rating for our achievements as compared with the physician struggling with physical ills, the lawyer righting social wrongs, the clergyman calling to right living—we know how we help the community, we live daily with the inspiration of tendering satisfaction to the reader's desire. We see over and over again what books can do for the material, physical, intellectual life of their readers. But, an integral and vital part of all that, far transcending any single element in its meaning and its result, is the conviction and assurance that the message of the book, the mission of those who spread that message abroad, is a lasting and penetrating part of the spiritual life of the community.

I do not mean to preach. I do mean to remind us one and all of the privilege granted us by this opportunity of working with books. With no desire to lessen the importance of study of the technique of the use and care of books, I do want to urge the duty, privilege, responsibility, the lasting reward connected with this interpretation of the message, the value, the power, the essence of this world of books, this realm granted to us librarians for cultivation. We have little to do with the seed as it is sown. We have much to do with the fate of the plant as it struggles through the soil and rises toward harvest. The fruit itself and the service it renders others are affected in large measure by the spirit and the skill of the librarian who cares for it. Appreciation of that duty and that reward is safely left in your hands.

Many of our questions undoubtedly will long remain unanswered. But there never has been nor ever will be any question that books and those that deal with books will constantly bear a larger part in this new world opening around us.



# Human Side Of Library Work With Foreign-Born Children<sup>1</sup>

By IRENE SMITH

*First Assistant, Brownsville Children's Branch, Brooklyn, N. Y., Public Library*

I WISH to make it perfectly clear at once that my knowledge of library work with foreign-born children is entirely unacademic. I can only tell the human side of a library experience that has interested me keenly. The subject needs qualifying first, however, because my experience has been limited to one race, and much of it is American-born, of foreign parentage. The latter distinction is usually unimportant among the masses in a foreign community, because the un-Americanized family when within its own walls lives as it would in Europe. Differences between the foreign-born child and the first generation in this country are often indiscernible; depending of course on the age of the parents when they emigrated. Also, the problem of the foreign-born child has so diminished, under the immigration quota laws that were passed after the World War, that to our professional generation of children's librarians the American child from the un-Americanized home necessarily dominates the problem of work with the foreign-born.

Ever since I came to the Brownsville Children's Branch in Brooklyn to work, over five years ago, I have had a steadily growing faith in the effectiveness of the public library as an Americanizing influence, believing it to be second only to the public schools. An immigrant Jewish population crowds the Brownsville section, lives in its tenement apartment houses, and buys from its pushcarts. These people have come from Russia and Poland mainly. Their standards of living are those of the European peasant. However, upon this sturdy, and sometimes even picturesque structure has been superimposed the cheapest manners of American life—the showy imitations that the very poor can adopt in a big city like New York. Thus the child, as he comes to us, is a somewhat pathetic cross between the new and the old. His school life has already begun to separate him from his parents, because he is acquiring knowledge superior to theirs. The Jewish parent is usually ambitious for his child, and urges him to make the most of the free educational opportunities in the country of his adop-

tion. Between the older, orthodox members of the race, however, and these American young, a bitter rift often grows. The new generation is exposed to greater advantages and wider cultural experiences than it can at once assimilate. The parents see them growing away from the faith of their fathers and the children, feeling superior in this new sphere, try to assume control. This type of conflict is the end of all discipline and respect in the home. If the public library is to function intelligently as a social institution, it must comprehend this much of the background of the picture. Thus only can it help its community in the adjustment to American life.

One has to work in the slums of a great American city to have more than a tentative conception of mass education. The public library in a tenement neighborhood is a social as much as a cultural institution. Because the public school's relationship to the child is that of coercion, it cannot carry the whole burden of Americanizing the young masses. The free public library meets a tremendous part of his recreational needs. Some foreign communities are much more fortunate than our Brownsville section in having various welfare agencies, but it is the literal truth that, outside the school buildings, our library is the one place that Brownsville children come in contact with American women, hear English spoken without an accent, see the countless expressions, trivial to enumerate, that, all totalled, constitute the American manner. The children's librarian insists upon cleanliness in the library, and is herself an example of fastidiousness rare to her public. She speaks quietly even under stress; while the mothers of the neighborhood shriek and scream their commands. One woman leans from her kitchen window, only a few feet from one of our third story windows, and bawls out to her small son playing in the street below, "Jakie, you come up here this minute or I kill you!" The children learn from their elders to crowd and push their way, bolting through whatever lies in their paths. In the library we try to teach them, by example and by instruction, to defer a little to the next person; not to snatch the book that another child is reaching for; not to hurtle between two people who are talking; not to shove

<sup>1</sup> Paper presented at New York Library Association, Belaircliff, N. Y., June 14, 1937.

in ahead, even when there is a tempting opening in the line. Gentle manners and feelings are slow teachings to give results. One must hope. Most of our children have never seen fresh flowers in a vase except within our doors; have never seen an open fireplace elsewhere; nor a lighted Christmas tree. These are simple examples of what is meant by shaping them to belong, by custom, to the land in which they will be citizens.

Thus far, speaking of the public library as a force for Americanization, I have left out its stock in trade, the books. Imagine the immigrant child, lonely among all the strange devices, eager to find something personal to himself, and terribly in need of that which should be every child's—carefree pleasure. His father, mother, brothers, and sisters all live in one room, where the cooking, sleeping, and all the daily round must be carried on. Glimpses of a wider life have already stirred longings in him, because his education has commenced. It is to this need that the public library has the sole privilege of responding. Its resources are free and indiscriminating. When that child discovers the limitless domain of the book world, the door to his escape is open. The Brownsville children come with seemingly insatiable minds. They are interested in every kind of book, in every kind of activity. Nothing escapes their notice, nothing is trivial. A change of posters is a sensation and a shipment of new books is a panic. I can see them at night in the noisy, smelly room that home is, oblivious of all their surroundings, laughing with Pinocchio, or shipping before the mast to sail around Cape Horn. I think it is the need of escape that sends the libraries these eager masses of foreign children, because their living conditions in the new land are usually cramped and sordid, and devoid of emotional satisfaction. Perhaps in Europe they had less to eat and wear, but they had space to grow, freedom to breathe, and a oneness with their native soil. Transplanted, their emotional life becomes more meagre in spite of the comparative prosperity of the father who has a job. The influence of books on the child out of such an environment as I have described is too ultimate a thing to estimate. In them he finds not only his recreation, his escape from ugliness, but the reflection of American life that gives him his foothold. Through stories, histories, and biographies that possess American settings, the foreign child gets his sense of the American tradition. He learns what good home life, better standards of living, and human relationships should mean. The sense of having a background dignifies his future as an American. Just as history makes the past intelligible, civics helps explain the present, and points the way of useful living. These are suggestions for his most serious needs.

The problem, however, is not quite as simple as this would seem; because the immigrant child does not come with an unmarked slate, upon which the educational forces in this country may write such experiences as they wish him to receive. He brings an old-world heritage of rich folk-life that will be singularly lacking in his new-world life. This causes him especially to need imaginative literature: legends and romance; stories that have the primitive surge and sweep denied him in modern America. It follows that the Story Hour has an extremely important place in a foreign community. Transplanted children of peasant stock have a vitally possessive attitude toward fairy tales that makes them inspiring listeners. The weekly Story Hour at Brownsville Children's Branch is a whole story in itself, but I must go on.

My greatest delight as a children's librarian in the part of Brooklyn of which I am speaking has been as leader of a Boys' Reading Club. I have taken seventh and eighth grade boys, keeping the membership at about thirty through drastic selection. We meet every other Thursday night during the school year, with extras on occasional Sundays—such as museum trips in the winter, and picnics or hikes in the spring. Most of my boys become very well known to me before they graduate into the Intermediate Department, and anyone who says that decent, manly youngsters cannot grow up on the sidewalks of New York's Jewish tenements is my foe. Looking back over my former club rolls is my pride and joy, and when I reach the age for rocking chair and memories, my club book will be one of my treasures.

The stirring fact about a library club in Brownsville is that frequently it is the most important social factor in the life of the boy or girl (the girls also have a club) for the time being. It fills a deep need in the impressionable years of early adolescence, when he still feels the gang urge and the beginnings of a desire for greater self-expression. Whereas the average American boy has dozens of activities, life in Brownsville and similar foreign communities holds none of the contacts or challenges that youth naturally craves. The emotional ardor that is lavished upon our simple club activities has often had a decidedly chastening effect upon the club leader.

At our meetings we talk about the events of the day from our reading of the newspapers; hear and criticize several book reviews; have talks on the special subject for the meeting, as planned by the program chairman; and then I read aloud to them. One night long ago, near the end of a meeting, I chanced to turn off the harsh electric lights and lighted a candle by which to read a story that needed atmosphere. The effect amazed me. My big thirteen year old boys, who usually seem too old for their ages, changed

instantly into their really small-boyish selves. They loved it. Thereupon candlelight became part of the club tradition, and thus have I read to them at practically every meeting since. The first part of our club evenings are usually rather agitated. I encourage them to express their ideas, and some controversial matter—a book or a view of some current issue, easily leads us into profound arguings. But the candlelight subdues them and draws them together. One strongly suspects that it is the only interval for these boys in which the glaring ugliness of daily life is vested with peace.

The quick, truth-loving intelligence of young Jewish boys is splendidly at home in this modern age, with its vigorous attractions to mechanical and scientific knowledge. I have a boy in my club now who is passionately interested in archaeology, another who has read *Hunger Fighters* four times, another just as singly devoted to music, several to whom aviation is the one present reality, and still others who read everything they can get along other special lines. The Jewish boy has a natural aptitude for science. Lasser's *Conquest of Space* was the most popular non-fiction on our club shelf the past year.

It occurred to me that if I quoted some notes from my own record of our club meetings, further description would be unnecessary. Some of these are quite personal, but I'll copy just what I found.

December 4, 1930.

Election of officers caused tremendous excitement in my inflammable club. The candidates evidently had waged a strenuous campaign outside of the library. One boy even brought a letter of recommendation from his teacher. Abraham Rothstein, the president-elect, immediately assumed command, and his stentorian voice caused me a sigh of relief. My own was tired—so vociferous had been the election demonstrations. To restore peace I read the snake episode from *Bonsels' Adventures of Mario*, and then we had to stay until after nine o'clock hearing about the snakes our naturalist, Lawrence Silverberg, has in alcohol.

February 5, 1931.

Each boy wrote on a slip for me his modern hero, and Einstein won by a good majority. Two chapters read aloud from Ellsberg's *On the Bottom* opened a furious discussion that began with submarine safety devices and ended with paleontology.

October 22, 1931.

It was amusing to see the proprietary attitude of the old members as we installed eight new members tonight. I heard Seymour say to a raw recruit, as we were going upstairs to the club room,

"Hey, you, get that hair brushed up before the next meeting."

November 19, 1931.

Samuel played some very nice selection for us on his harmonica, in the candlelight. He really makes music of it. Then from a recent biography I read of the career and death of their idol, Knute Rockne. You could hear them breathe as I came to the plunge of the airplane into Kansas mud. Their boyish susceptibilities still amaze me, because they've had so little preparation for life. Good sportsmanship, idealism, and untimely death are quick paths to their ready sympathies.

March 31, 1932.

With lights appropriately low tonight I read a ghost story by M. R. James, from his collection with English settings. It had a private school background and was fairly subtle. In the discussion afterward I was astonished at their perception of small details, and their elaborate theories as to possible solutions. I think that the average adult would have had to hear that story read twice at least before he comprehended each significant clew. Perhaps boys are trained to this kind of thinking by too much living in a sensational age, but their minds work with a swift and relevant precision that I think is wonderful.

October 6, 1932.

Another year for the Boys' Reading Club was welcomed in tonight. At 6:15 most of the thirty boys were here, wild for it to be 7:30. After the roll-call I installed our new members with our customary solemnity. We proceeded to the election—and a miracle happened. Instead of the heated controversy we usually have, Seymour was elected by acclamation. This is a remarkable tribute to one of the finest boys I have ever had. He is my oldest member, this being his fifth term in the club. When he came forward to take the president's chair and we asked him for a speech, he shook his head and looked at me very appealingly. I saw that there were tears in his eyes, and I told the boys that he would make lots of speeches while he was president, but not just now.

November 3, 1932.

Spent some time urging my boys to read four books I want them to appreciate: Sandburg's *Abe Lincoln Grows Up*, *Bambi*, *By Dog-sled* for Byrd, and *Out of the Flame*. Excitement over the coming national election almost wrecked this meeting. Finally we had lights out, and by candlelight I read *The Lady or the Tiger*. The boys were enthralled. But such sophisticated wretches! Not one of them thought the lover opened the door which held the beautiful lady. No! the tiger got him. It was a crisp fall evening, and we had yellow chrysanthemums in

our blue-decorated club room. The flowers annoyed the president—he couldn't see around them.

November 17, 1932.

*This meeting had an inauspicious beginning. The boys ran upstairs noisily and crashed through the door in the usual rush for front row seats. I was indignant and lectured them roundly. When I had done, and sat down, Seymour whispered in my ear, "That was a pretty stiff talk." "I meant it to be," I replied, though soothed at once by the unflinching fellowship of my merry little president.*

December 8, 1932.

*After my severities about noise the last time, the boys were absolutely funny, they were so piously decorous tonight. That's what I like about boys: that sensitiveness to direction that gives instant, shamed response. There isn't a smart Alec among them. Jacob had me shaking with laughter before we got upstairs. "Oh, gee, Miss Smith, isn't this guest night? I wore a new tie so I could put a good impression on Miss Hunt."*

March 2, 1933.

*An old member dropped in at our meeting who always loved to talk. Tonight he made a very moving speech beginning: "I have seen four generations in this club come and go—"*

I could go on with these excerpts indefinitely, but this much represents the spirit of club work as I see it in Brownsville. There are hundreds of incidents I should like to tell: comical and sad ones; something about our debates, plays, and trips; and special problems that have been worked out in individual cases. From it all I have come to two fundamental conclusions: that these children give a loyalty that is like religion to a leader who interprets America to them through friendship; and that Jewish children can learn anything in the world by imitation. Intellectually they are ahead of the average American boy of the same age, but in other ways they need the most elemental training. The president this year, just graduating, has been the firmest, most responsible one my club has ever had; but he was absolutely shaken by an unexpected emergency a few weeks ago. It was our guest night, and I took him across the room to be presented to Miss Hunt. Afterward he mopped his face and asked me anxiously, "Did I do all right? That's the first time I ever was introduced." Simon Levitt made a speech defending the League of Nations in our debate last month that was worthy of a high school senior; but two weeks later, at my house for lunch, he unconsciously acquitted himself far less triumphantly. He picked up the first piece of chocolate pie he had ever seen in his hands to eat, and I doubt if he knew what the

fork was. I mention these last two instances to show the one-sidedness of our assimilation processes.

In closing I should like to relate the perfectly ordinary, undramatic story of my special protegee, Michael Kurland. He and his sister Sara were as new to America as I was to Brownsville five and a half years ago, so we adopted each other. Michael was a curly-haired little Polish Jew, nine years old, already ahead of twelve year old Sara in learning English. How he loved books—and with a direct intuition for the best of them. *Heidi* was his first favorite, and when the other books I offered him didn't attract, he'd take *Heidi* again. He was skipped through school at a terrific rate, and graduated from the eighth grade at the end of his third year in the United States. His second summer he did the sixth grade work in summer school, to my horror. "You shouldn't study so constantly," I told him. "Get out in the sun." "Oh, I will," he promised. "I take my books out on the fire escape." Sara would come in to tell me that Michael was ruining his eyes and that I should make him stop it. Of course I took him into my club the year he dashed through the seventh and eighth grades, and his book reviews were always the best.

He has finished his second year in High School now, and has a scholarship medal. He and Sara paid me a long visit in the children's room at our library one evening this spring. "I love this room," Michael said, "and the best book in it is *Heidi*." "Yes," said Sara, "some children that live in our house got *Heidi* at the library last week, and Michael wanted to borrow it from them. He read part of it aloud to them, and once I read them *Little Women*. We know those two books almost by heart."

Michael had on his first whole new suit that particular evening. He had earned the money to buy it, selling magazines for the Curtis Club; and had won as a prize from that organization a trip to Philadelphia. "I went straight to see the Liberty Bell," he told me, and also: "I have a hundred dollars already saved up for college. I go in the nicest houses and offices over in New York to sell my magazines, and I learn a lot doing that. I know how all kinds of people talk, and I've seen the best homes there are." Here was Michael at fourteen, with five years of scholarship and industry behind him that anyone could be proud of, practically adapted to a new civilization. He talked about everything from the Roosevelt administration to the Brooklyn Botanic Gardens with natural assurance. With his intelligence and personality, my guess is that Michael will make his mark. His children will grow up in a good American community, far from the Brownsville slums. This is Americanization.



# Library Work With Boys and Girls in the Province of Quebec<sup>1</sup>

By VIOLET MARY MACEWEN

*Boys and Girls Library, Montreal, Canada*

IN SPEAKING to you on Library work with boys and girls in the province of Quebec, I am taking a subject, about which in one sense there is very little to be said because, incredible as it may appear to you in this day of library development, there is almost no such thing as organized library work with children in Quebec province. On the other hand, its very differences to the work and development of the other provinces of Canada may make it interesting.

Quebec, of course, differs from the rest of Canada in many ways. Indeed it may be said, with truth, that we sometimes rather pride ourselves on these differences, bitterly as we may inveigh against them ourselves. It makes a great difference to live in a community which has two races, two languages and two religions. Our population, as you know, is predominantly French; and our general thought or outlook on social and educational matters is also largely French, or perhaps more correctly—European. We are much more anti-social than any of our sister provinces. In addition to our French population we have, in Montreal at least, a large foreign group, mostly Jewish, and as my later discussion of library work deals largely with work in Montreal, this is definitely a part of our problem.

Then, of course, we have not only a racial but a religious division, not strife, but a distinct feeling and acceptance of religious differences. We have also two languages, a very live question. The British North America Act, which perpetuated these differences, is very much more to the fore in Quebec than it is in Ontario. We use French civil law and French is the official language in our courts.

Women are still not persons in the eyes of our provincial government. They have no vote, no official voice in affairs of government, though curiously enough three of the women appointed to represent Canada at the League of Nations Conferences have been chosen from Quebec, Mme. Casgrain, Mme. Frémont and Miss W. Kydd. We are apparently competent to advise and confer in International affairs, but not in provincial, or perhaps it is merely that they feel

we are less dangerous when busied with matters far from home.

Not only do we differ radically in law, but our education is governed by an entirely different system to that in use in the province of Ontario. All our schools are under the direction of a Council of Education, composed of all the Roman Catholic bishops, as many Roman Catholic laymen as there are bishops, and as many Protestant members as there are bishops. This Council has control of the policy, curricula and general conduct of the schools of both Roman Catholic and Protestant Boards of each municipality. Scripture or religious knowledge is taught in the schools, and the children are really admitted on a religious basis. They are really not secular schools. Carried to its logical conclusion we should have separate schools and boards for each sect, but in actual practice we have only the one division and all children not Roman Catholics are taken in by the Protestant schools. I am telling you all this because it explains, in a way, our peculiar position as to libraries. We differ in so many other ways too.

What we really lack, I think, in the Province of Quebec, is a public conscience. "Social uplifts," public services, do not interest the great mass of the people. We are, as I said before, rather anti-social. Even Public Health regulations, Baby Welfare Clinics, Milk Stations, etc., have only been developed in Quebec after a long and sometimes difficult pioneering on the part of a small group of public-spirited citizens.

So it has been with libraries, the same apathy is found here. We are not in the least "public library-minded" as a people. There are very fine private collections and libraries and I am told that we are an excellent book-buying community. Also in library work one meets as many, perhaps more, "bookish" people than one does elsewhere—people who really read and think, who are *au courant* with the best in modern literature, English, American and European, but we have not yet realized the educational value of, nor the necessity for, public libraries. They are still considered, with us, and particularly in regard to work with children, as something for the poor, a charity, or a luxury, but neither an educational institution nor a necessity.

There is a Library Act in the Provincial

<sup>1</sup> Paper presented at Ontario Library Association meeting, April 17, 1935.

Statutes, though nobody seems very sure just how much can be done with it. It refers to grants for parish libraries and hitherto this has been taken to mean parochial libraries under the control of the church, and housed in the presbytery or the parish hall. Whether it can be interpreted more broadly, no one seems to know, and so far no other library has been sufficiently bold to come forward and claim aid from the government on the strength of the Library Act.

I believe I am correct in saying that there is still only one public library in the province, that is as you understand public libraries in Ontario, supported for the citizens of a community by taxation without membership fee or deposit. This is the Westmount Library. Several other towns have libraries—Sherbrooke and Knowlton, for example, in the Eastern Townships, have excellent libraries. Quebec, also, has one maintained by the Historical Society, but these and others throughout the province all have a paid membership. These libraries all have books for children and in some cases attempt to carry on special work with the children by shelving the books in a children's corner, and giving special attention to the children. None of them, however, with the exception of Westmount, has a Boys and Girls librarian or library worker.

Montreal has a municipal library, but a membership fee or deposit must be paid. This library has a fine building, but the work has always been hindered by the whims and fancies of the City Council. No Boys and Girls work has ever been done there.

True, the Young Women's and Young Men's Christian Associations, the Young Women's and Young Men's Hebrew Associations, the Settlements, several missions and Sunday-schools have libraries, but these organizations work independently, frequently without any definite standard back of them, and are often not doing either as effective or satisfactory work as they would like. Much of it is just giving books to children without any idea of what books to give or what may be accomplished through library work with boys and girls. Their appeal also, and the scope of their influence, is necessarily limited.

There is a certain amount of work done through school libraries under the direction of the Protestant Board of School Commissioners. In the five high schools there are general libraries, each under the direction of a librarian. The High Schools of Montreal, and the High School for Girls, occupying one building, share a joint library with a librarian who serves both schools. The library in this school is well organized, under the guidance of an excellent librarian, and interesting and effective work is done. In the elementary schools, some books are provided by the Board for the children's reading. These fall

under two classifications, the first known as supplementary readers—"sets of readers to be read by the class either silently and independently or, in the lower grades, as part of the lesson," the second, class libraries—"separate smaller collections of books kept in the classroom." The value and extent of the work done in the grade schools depends entirely on the principal and staff, and their interest in children's reading. In many of the schools, all the supplementary books are kept in the principal's office and are practically inaccessible to the boys and girls. In eleven out of forty-six elementary schools, there is a room set apart for a library in charge of a teacher or pupil-librarian. These eleven libraries form a very interesting group. So far, work is only beginning under the Roman Catholic Board.

The City of Westmount, a separate municipality within the City of Montreal, has a charming library of which Miss Mary S. Saxe was librarian for thirty years. Their Boys and Girls Department does excellent work among the children of Westmount, but as non-residents of that city are ineligible for membership, all those children living in the surrounding districts of Montreal, are unable to share in these library advantages.

Realizing that the boys and girls of Montreal should be given the advantage of public library service, a movement was started some five years ago, by a group of women in cooperation with the educational committee of the Local Council of Women, to secure for the children of Montreal a library of their own. This resulted in the appointment of the Committee of the Montreal Children's Library, which was empowered to proceed with plans for the organization of a library for boys and girls. An appeal was made to citizens and sufficient money was raised to run a library for one year. The Governors of the Fraser Institute Library, being interested in the proposed work, offered to the Committee the use of a room in the Institute in which to make a beginning.

The Fraser Institute is one of our oldest libraries. It was founded over fifty years ago by Hugh Fraser, who left money and property to establish a library in Montreal. Its operation and development has been made possible by many bequests and benefactions from patrons in Montreal. It is housed in a very old building in the business district, a building which was Montreal's first Protestant High School, which has not been used as a school for about sixty years. Its collection is very interesting, containing many valuable and unusual books. Although it is an English institution, it has a large and valuable French collection and does a greater circulation in French than in English books. It was in this library that we began our work.



The room offered to us was large and bright with a southern and western exposure, very suitable for our purpose. It had been set aside two years previously by the Governors for the children's use, but owing to the lack of funds no further attempt had been made to inaugurate the work. It was on the ground floor of the building, and was fitted with the necessary shelving, chairs and reading tables, and its doors bore the name—Children's Library—Bibliothèque Enfantine. In this room the work of organization began, June 1, 1929. Even before we were in any way ready to circulate books, the frequent enquiries made by children and their parents showed the interest that was felt and by the autumn, when the library doors opened officially, the response proved that a real need was being filled. The Fraser Institute, in which we have our main branch, is situated in the central part of the city, in the heart of the retail shopping district where the traffic is most congested, so that it is often difficult for the children to come alone for their books. In spite of this difficulty, both membership and circulation increased rapidly. Children from all parts of the city came to the library, many of them travelling long distances by tram, bus or train, to obtain books.

We felt, of course, that to do really effective work the library should be situated in a more residential district, so that the boys and girls could come to us more easily for their books, and it was the hope and aim of the committee to be able eventually to establish branch libraries in various parts of the city, so that they might carry out their policy of making good books available to all the children of Montreal. After two years of effort, we were able in September, 1931, to make our first advance in this direction with the opening of a branch in Montreal West. This venture was made possible with the cooperation of the Montreal West Women's Club, which agreed to supply a suitable room and money for half the initial purchase of books. The books when purchased were temporarily housed in an old church, and there, from September 11 to January 12, work was carried on every Tuesday and Friday. In spite of lack of space—and, at times, an almost unheated building—more than two hundred books were circulated each week. We had only three hundred books. In January, the new High School was completed, and the library was given the use of a classroom, where we are still carrying on.

In spite of continued discouragements and lack of funds, the library idea grew and in April of last year we launched our third venture—an up-town branch of the Montreal Children's Library. This step, we felt, marked a real advance in Children's Library Work. In this branch we have a room of which we are quite proud. It

is large and airy, with a separate entrance from the street and a window in which a display of books proves an alluring advertisement to the passerby (and keeps the librarian constantly wondering what to exhibit next). The room is well equipped with comfortable library tables, chairs. A fireplace, in which on dreary days we may have a cheerful fire, with a hooked mat spread before the hearth gives a welcoming and homely touch to the room. A pictorial map above the fireplace, and a few brilliant and suitable posters and pictures on the cream-colored walls, make the whole room most attractive. This branch was established primarily for the benefit of boys and girls in the uptown district who found it difficult to go down to the Fraser Institute. The immediate district is largely residential, and includes several public and private schools. The children borrowing there form a most interesting group—including all ages, classes, and almost all nationalities.

Owing to lack of funds, our book buying has had to be done very slowly and carefully and we have had to build as well with gifts of "good books in good condition." The three collections are interchangeable, and it is often possible to obtain a particular book by asking the librarian to borrow it from some other branch. A good many books are carried back and forth in this way—the librarian being interchangeable too. The work in general, of course, is much the same as that done elsewhere. Our book selection is based on the same standards—the general routine, classification, cataloging, book arrangement, and circulation, are all done on familiar lines. We have had an English Story Hour on Saturday mornings; Book Exhibits and special afternoon Story Hours or Entertainments for older boys and girls, but no club work has been attempted.

The really interesting and different feature of work with boys and girls in Quebec is naturally the fact that we work in two languages. About 20 per cent of our borrowers are French, many of them, especially the little ones, neither reading nor speaking English. It is interesting to watch the difference between the French children and our own in their study of the other language. As soon as the French boys and girls begin to study and read English, they try to read our books, but the majority of the English-speaking children refuse to attempt a French book (the other language is inevitably a "task").

The selection of books for the French section is more difficult, of course, for an English librarian than the selection of English books. There is in the first place not nearly so wide a choice—many of the books most highly recommended by the French people themselves by no means conform to the standard set by the best English books. Indeed, one has to set, or accept, another

standard for the French section if one is to have sufficient books to supply the demand. The tone of the French books is either very moral, or very sensational, or both; comparatively few have real literary merit. The French children are exceedingly conservative and an entirely new book does not make the immediate appeal to them that it does to many children. It requires real effort to circulate a new French title. The purity of the French used, too, must be considered in buying French books for French children. Unfortunately, the physical make-up of many of the French books is a heart-break to the buyer of books—especially as French children are apt to be destructive. We use many translations. Among those which are most popular with the French boys and girls are Scott, Cooper and Mayne Reid—*Gulliver* and *Robinson Crusoe* are also great favorites. The popularity of Cooper always rather amazes me, because all his books—translated—have a real vogue, and in the original, of course, I would not consider him, now, one of our most read authors.

One other point of difference to most libraries, and a very important one to us, is that although we operate as a public library, we have no government grant, no civic aid, no endowment, no regular income. We are supported entirely by voluntary subscription on the part of the few Montreal citizens who always do this sort of thing. When I add that our official opening was in September, 1929, and remind you that the stock market began its *débâcle* in October of that year, you can imagine what it has meant to run an institution on voluntary subscriptions during these four years. We have not been able to buy even a blotter with real abandon—every expenditure has had to be considered in detail. Nevertheless, we have managed to carry on and to grow a little. This makes us hopeful that perhaps there may be a future for us—when the pros-

perity which Mr. Bennett is so sure is lurking just "around the corner" is again back upon the highway, and stocks and incomes are normal again.

Of course we have had, and still have, a tremendous educational work to do, if we are to make people realize us and our value to the community. I felt for a time that neither in public, nor in private, should I or could I talk anything but library work with boys and girls. That is still necessary, but perhaps I am doing it more subconsciously now. It takes a long time to make an impression on a city like Montreal; still longer on a Province like Quebec. Even after four years of constant effort, we find people everywhere who should know about the Children's Library, but who declare that they never before heard of the movement. The Committee, however, have from the outset worked very hard and with such enthusiasm and faith in their object that even our difficulties, and they have been many, have not wholly discouraged them. We have made a beginning, and have not only managed to exist but even to grow a little in these four difficult years. Our list of subscribers is increasing—even if the amount contributed remains about the same—and this does imply a greater interest and belief in the work on the part of the people of the city.

On this interest and belief, the future of library work with boys and girls in the Province of Quebec depends. If we live long and work hard, we hope some day to see boys' and girls' libraries established and flourishing in our province. That they will develop along lines similar to those in Ontario, I very much doubt. Just how they will develop I do not know, but I am sure that there has now been planted an idea which is gradually growing and will some day become, if not a demand, at least a polite request for library advantages for the boys and girls of the Province of Quebec.

Now stir the fire, and close the shutters fast,  
Let fall the curtains, wheel the sofa round;  
And while the bubbling and loud hissing urn  
Throws up a steamy column, and the cups,  
That cheer but not inebriate, wait on each,  
So let us welcome peaceful evening in.



—From *To Think of Tea!*  
By Agnes Repplier (Houghton Mifflin).

# 'How The Public Library Can Cooperate With Parents'<sup>1</sup>

By PERSIS LEGER

MANY parents who wish very much to begin reading child study books are finding it increasingly difficult to sift from the vast output of the presses the books that will best help them to solve their own individual problems. It is difficult enough for the college graduate to choose which parent education book to borrow from the public library, but it is still more difficult for the parent who has not had high school education.

The latter parent is seeking a popular, pleasant and easy-to-digest book. He enjoys, for instance, the books by Angelo Patri who knows how to state scientific facts in simple, easy English and in a charming, unaffected manner. Mr. Patri does not use technical phrases to baffle the parent who has not had a higher education. He directs his messages not to the Ph.D. but to the everyday parent who most of all needs such information.

But on the shelves of the public library, popular books of the Patri-style are scattered about among highly technical text books on child psychology aimed at the advanced students, such as the members of university classes in psychology. When a mother, who has not gone beyond eighth grade, makes a mistake and borrows from the library a college text book on child psychology, the contents will be almost unintelligible to her because she has not had the necessary prerequisite of a general course in psychology. The wrongly chosen book, far beyond her understanding, may quench her desire to study the new methods of child management. This one discouraging experience may "condition" her permanently against parent education. Any young mother who goes to the library to draw out her very first book pertaining to childhood should have expert guidance in selection. It is vitally important that her first book should be one of the interesting ones written in an easy, popular style. The first book should attract, not repel.

Unfortunately, many of the most advanced books receive the most excellent reviews, but the reviews usually contain the opinions of professors and not of mothers. The two do not always agree. An uneducated mother can sometimes find

more helpful guidance in book selection by obtaining the opinion of other mothers who have read the books.

If a young mother, who is striving to find exactly the book she needs, consults the card catalog she may become confused and discouraged after hunting through a hundred cards or more that are scattered in what seems to her to be a senseless arrangement. She scans the cards labelled Child, Children, Child Training, Child Study, Parent Education, and many others. She chases up by-paths after numerous "see also's." She gives up the card catalog and tries browsing among the books. This only adds to her confusion. She hunts and hunts through shelf after shelf, and through section after section for the phantom book that is "just right." Empty-handed she walks out of the library. Her attitude, by this time, is bound to be more or less like that of the fox and the grapes: "I don't want to read any of that stuff anyhow—guess I'll go home and read some love story magazines."

Thus Parent Education loses another recruit. And the book that she might have carried home continues to gather dust on the library shelf. She honestly tried to find the book that would tell her what she wanted to know about how to acquire greater skill in managing her children, but the cumbersome system made the task too hard for her and too unpleasant. It blocked her attempts to study the newer, finer and more beautiful methods of child guidance. It "conditioned" her against parent education. Obtaining study material must be made easy and pleasant so as to condition parents favorably.

This is not a situation about which nothing can be done. Any library that wants "to do something about it" can correct it speedily. It is unnecessary to thus multiply the trials of the student-parent. Almost any library can improve its service to the parents of its community by adopting some of the following plans, all of which are practical, inexpensive, and effective.

1. Install a parents' bookshelf in an accessible, prominent place in the library as a permanent fixture on which to display popular books on parentcraft.

2. The small, printed folder containing a booklist and entitled "Skillful Parents" is an excellent aid to parents. This should be placed on the desk for free distribution and a supply should be sent to each P.T.A. and child study group. A folder issued by the Pasadena Public Library in California contained this help-

<sup>1</sup> After conducting eight exhibits of parent education literature during the past year, Mrs. Leger concludes that many parents do not read child study books simply because they do not know which ones to read.

ful data: Title of book, name of author and publisher, date, a three or four line résumé of contents, and the library number by which to locate it.

3. Obtain the cooperation of literature committees in local women's clubs and invite them to write interesting reviews of parent education books available in the local library. Publicity will thus bring buried books into the light so that all parents in the community will know that these books exist and are available.

4. Dedicate a special room as a Parent Education Room. If space permits, place in it a little table, chair and picture books to amuse small children who come to the library with their book-hunting mothers. Adjoining the main reading room in a little room of this type at the public library in Redlands there is a collection of child study, sex education and marriage literature reserved for the use of parents.

5. It would be helpful for busy parents who have but a few minutes to read if child study books, pamphlets and magazines were available on a special table in the reading room reserved for parents.

6. P.T.A. members cannot watch the trend of events in parent education and report current developments to their members if there are no parents' magazines in the local library. The library that does not subscribe at least to these three magazines is blocking the work: *Child Study*; *Child Welfare*; *Parents' Magazine*. There should be unbroken files of each of these for reference, and if possible, duplicate subscriptions for general circulation.

7. The library that invites all parents in the community to an annual exhibit of parent education and child study books is performing a tremendously important service. At least once a year all books pertaining to parents and children should be sought out from their hiding places in Psychology, Philosophy, Education, etc., and be assembled in one place so parents can see them all together and find out what the local library has on hand. Inasmuch as the existing systems of classification were created long before parent education came into being, parent education is like an orphan without a home. It seems to overlap nearly all classifications without fitting snugly into any of them. The annual book exhibit offers an opportunity to classify the books for a day or two, at least, in a way that is compatible with the divisions of subject matter studied in child guidance classes. Child study groups are being gradually segregated according to the ages of the children of the members. Mixed groups of parents, those whose children range in age anywhere from infancy to college age, have not been found satisfactory. Parents of infants do not want to give their time and energy to meetings in which teen-age problems are discussed at length.

At the all-day Parent Education Book Exhibit in the lecture room of the A. K. Smiley Public Library at Redlands, California, on May 1, the books were arranged so that parents could see at a glance the available literature on the various ages of childhood. More than 200 books and pamphlets were sorted and displayed in age-groups on eight different tables that were labelled:

Prenatal Care	
Infancy	1- 2 yrs.
Preschool Age	2- 6
Middle Childhood	6-12

Adolescence  
Health  
Nutrition  
Sex Education

12-18

It would help parents a great deal if this plan could be followed in the card catalog. The term "Child Study," is the most commonly used term at this time for literature that pertains to childhood. The term is more reliable, more brief and more to the point than "Parent Education" which implies that all these books are for parents only. Child Study is more inclusive. It does not exclude parents, teachers, ministers, doctors, lawyers, students, or nurse-maids. It draws all who are interested in childhood. If the section in the card catalog devoted to Child Study were divided into eight subsections according to the above list, readers might find the card they seek with exactly the same ease with which the Redlands parents found the books they wanted at the book exhibit. A mother, for instance, who has an infant, need only look through the cards in the Infancy section. Cards devoted to less-used terms, such as, Child Training, Child Guidance, Child Management, should refer the reader to Child Study. This plan would prevent much duplication of cards, it would educate the public to consult the Child Study section, and it would focus attention on one main term instead of scattering it, as in the past, on many terms of a similar nature. The Parent Education section should be confined to books that apply strictly to parents.

October is the ideal time in which to invite the parents of your community to an all-day "at home" and book exhibit in your library. There is renewed interest in child study just after the beginning of school; club work and P.T.A. work are getting underway; new teachers are eager to know what educational books are available; and young mothers of little children who are just entering kindergarten are having their first contacts with P.T.A. and organized parent education work, so they, too, want to know what books you have for them to read.

Invite a few educators and doctors to give helpful little twenty-minute talks at morning, afternoon, and evening sessions. Serve tea if you possibly can in the afternoon. Then the exhibit plus these interesting features will win many new friends for both your library and for parent education. You may even succeed in lending a child study book to the stolid, self-sufficient, uneducated mother of ten children who usually becomes haughtily indignant if anyone dares to so much as show her a parent education book. The exhibit will be a glorious victory if it succeeds in unlocking just one closed mind.



# How The School Libraries Are Meeting The Challenge Of The Times<sup>1</sup>

By FLORENCE BAKER

*Technical High School Library, Oakland, California*

YOU HEARD Mr. Einar Jacobsen on Sunday evening say that secondary education is being challenged; is being investigated to find whether or not it is meeting the new social and economic order; Professor Graham Stuart said we should encourage reading of books international in scope; Chester Rowell pointed out that we should teach Pacific mindedness; Professor Richardson that we should make it possible to grow intellectually. We have a duty along each of these lines; we are already doing definite things and the school library meets these demands hand in hand with the public schools.

By looking within each department of the schools, we are finding whether or not that department deserves to exist, to continue its function; whether it is needed in this new order. We have new standards and we are evaluating as we have never before been called upon to do.

By changing the course of study and introducing new methods of teaching, we are falling in line with the times. In the English department we have new courses such as Current Literature, introducing by means of the periodicals, literature which is now being created and studying the forces that form its background; World Literature, reflecting the international spirit which is prevalent today and linking nations through their literature; Directed Reading, giving students a wide range of healthy, interesting though not "learned reading." In Social Studies, we find Current History which takes the main events of the world today and then proceeds to build a background of history and influences which have brought about these events; Civics, in which is taught open mindedness, political mindedness instead of merely the forms of government as of old; Pacific Relations, a course which has been created in answer to the challenge felt here on the rim of the Pacific, and the objective is the teaching of Pacific mindedness; World history, again reflecting the international spirit, combating the idea of isolation, and calling for the reading of books, pamphlets, magazines, world wide in point of view. These courses already exist and demand

more current material, pamphlets, magazines, newspaper articles than ever before in the history of schools or libraries. We must have such publications as *Foreign Affairs*, *Current History*, *League of Nations News* and *Literary Digest*, not to be filed away because they contain valuable articles but available for hundreds of students; we must have *Atlantic Monthly*, *Reader's Digest*, *Scholastic Magazine*, in sufficient quantity to serve as text books for an English class. Each copy of a magazine must circulate constantly until it is worn out with use. Because the school library correlates so closely with the course of study, this type of collection is provided more extensively for English and Social studies. However, in music courses, current material is very desirable and the current scientific material is read avidly since books cannot keep abreast of the times. Though I have emphasized these subjects, the usual school library is a well-rounded collection of books with a wide reading field. In the past the library served as the laboratory for English and Social studies and while it will continue to a great degree, you will find the classroom becoming the center of activity in many ways, not only for the subjects mentioned but for every department. Mr. Jacobsen mentioned the unit library, the new aids such as radio and moving pictures, older materials such as charts, models, maps and pictures; the specialized collection of books. The classroom is to have all of these things available but obviously there would be tremendous duplication and waste if these classroom collections were not branches of the central library and adapted to meet the needs of each different project studied. They must be administered centrally and move to and from the classroom with greatest dispatch. The pictures, charts, models, must be taken care of systematically; radio programs must be followed and planned for; all of the instructional material must be concentrated with a person supervising it who can and will suggest and correlate all branches and arrange so the greatest benefit to all is derived. This is being done to a greater or less degree in most schools and being done through the library.

By aiding in the growth of independence; in the responsibility of thinking constructively; in

<sup>1</sup> Paper presented before California Library Association, annual meeting, April 11, 1933.

the right use of leisure we are meeting this new freedom given students by their parents. In the library the student is free to move and act as an individual and can choose material to his own taste; he is not required to keep pace with the standards of a class; he develops to the maximum of his own ability; to the relation of his own innate capacities. He can choose books and browse among different sources of enjoyment and he finds the atmosphere of freedom very pleasant. The library as the adjunct to the class room provides debating material; information on controversial subjects which stimulate thinking; topics of the day to use in arguments at school and at home when war debts, inflations, unemployment are discussed. During the election students eagerly sought arguments on their favorite issues. Books are advertised by every method at our command. By means of library lessons, we are teaching independence in the use of library tools, so that the vast resources of public libraries are available for use and enjoyment. In these lessons, there are definite objectives to be attained in each grade throughout the twelve years of school. Reading is one of the occupations of leisure of the growing student and the library collection of good books dealing with a wide range of experiences helps a great deal in overcoming the menace of the cheap magazines and books found in pay libraries. At every step in elementary, junior high and senior high libraries we are creating users of good books.

By combating the great feeling of despair we are keeping up the morale of the young people. We are occupying their thoughts with normal youthful ideas when there is so much of the atmosphere of discouragement in their homes. The extra curricular program of the school includes hobbies of every sort; stamp clubs, rifle clubs, chess, leathercraft, electricity, navigation, sea scouts, aviation, photography. Hardly a hobby is overlooked. The library provides space for and encourages exhibits, buys books and magazines.

We find a sharp challenge in the fact that the schools have let some fields of work become greatly overcrowded. Guidance to the vocations has been made an important feature of the modern school. We find the student not at all aware of the changed business opportunities and when he is faced with the inevitable question of "What shall I be?" the library is the natural place to turn for information on the serious problems of future work. He should not choose until he knows what there is ahead for him. Even in large schools which have elaborate counseling programs, it is the work of the librarian to keep informed of the situation in the various callings. Times are changing so fast that we must have the latest research material available for teachers and students. The students like such books as *Careers for Girls*, *You and Your Job*, *Careers*, they like to read accounts of successful lives. At present we are arranging for the radio broadcasts on vocations which come every Wednesday morning and are doing all we can to aid students to make an intelligent choice of their work after graduation.

So in these ways, hastily sketched, we are meeting the challenges mentioned. They could be amplified into a volume. For changed social and economic orders, we attempt to train the minds of students along new lines. To broaden our outlook and become more world minded, we have the course in Current history. To grow Pacific minded, we have the course in Pacific Relations. We are stimulating intellectual growth by providing a broad field of reading planned for young people. These methods already exist; they are not dreams of the future.

We may hear of a school library that is not flexible and adaptable in assisting the school in its changing trends but it is the exception which proves the rule. The rest are in the hands of builders and creators who are ready and willing to accept any challenge.



*An Outdoor Story-Hour Held At The West Branch Of The Gilbert M. Simmons Library.  
Kenosha, Wisconsin*



# Book Reviews

## What Books Shall I Read? <sup>1</sup>

THE TITLE page calls this volume "an adaptation, revised and enlarged for American readers, of *Books and Reading* by W. E. Simnett," published in England in 1926, and so popular that a second edition was issued in 1930. "Then," writes Mr. Drury, "it seemed desirable to the publishers to have it revised for American readers because so many of the English editions were not available in the United States. This revision has proved to be a very sizable task, as every title had to be verified and many desirable ones added."

Mr. Drury has done far more than revise and add titles. While following the general arrangement, and incorporating within his volume most of Mr. Simnett's text, he has enlarged, brought up to date, and widened the scope of the earlier book. Both volumes are divided into two parts, the first devoted to chapters on the reading and use of books, the second to a survey of literature by classes.

In looking to see why such a volume need be adapted for American readers, one is reminded of gardening books. A mid-westerner may read avidly directions for growing masses of bougainvillea, Colorado blue columbine, delicate sweet olive, crêpe myrtle—only to realize in the end that the book was intended for gardens West or South, and that, while helpful in a general way, the specific details are not applicable to his own problem.

Mr. Drury makes his specific details applicable. It is editions obtainable in America that are stressed, it is American readers and American conditions that are consistently kept in mind. For instance, in the chapter on "The Reading Habit" where Mr. Simnett refers to Lady Bell's *At the Works*, "a first hand study of life in a manufacturing town," Mr. Drury refers to Lynd's *Middletown*, as well as to the findings of Gray, Waples and Cheyney. Where Mr. Simnett talks of rarities in the British Museum, Mr. Drury discusses corresponding treasures in the John Carter Brown Library at Brown University, in the Folger Shakespeare Library in Washington, in the Huntington Library in California. An entirely new chapter, mercifully brief, on adult education, is inserted in part one.

Part two, devoted to a survey of literature by classes, is considerably enlarged and the author facilitates the use of his material by frequent

sub-headings under general subjects and by lists of special aids at the end of each chapter. Appendix I, listing series of American publishers, Appendix II, a directory of publishers, and a comprehensive index, add further to the book's usefulness.

While both authors include a chapter on forming a private library, Mr. Simnett suggests an eighteen page list of titles,<sup>2</sup> on the whole considerably Yorkshire-puddingish, while Mr. Drury leaves to the reader, who is ostensibly reading him with a purpose, the opportunity to choose, if he will, Elinor Wylie, in place of an inevitable *Faerie Queene*!

The librarian as well as the "general reader" will find invaluable this wealth of material, excellently organized and presented.

—MARGERY DOUD,  
Chief, Readers Advisory Service, St.  
Louis, Mo., Public Library.

## Cataloging Rules For Chinese Books<sup>3</sup>

GUIDED by this compilation of forty rules (amply illustrated point by point) bibliographical material in the Chinese language may be cataloged according to the system adopted for the National Central University Library.

The technique of American Library Science used in the preparation of a dictionary card catalog has been applied in the formulation of these rules. By following them step by step a card catalog for Chinese material in a library may be prepared by a librarian wishing to adopt the system for his institution. Even one unfamiliar with the technique of American Library Science would be able by use of the rules to introduce into his library a card catalog arranged under his chosen form of sequence for Chinese characters.

These rules, furthermore, assist a librarian in the comparative study of library systems for cataloging Chinese books, old and new. In present-day investigation of Chinese Library methods, they may be of real practical value, even in the Library where the old systems of Chinese cataloging is retained. Where only a revision of the old system of Chinese Library methods is desired, the librarian will also find helpful the suggestions found in this compilation.

—GEST CHINESE RESEARCH LIBRARY,  
Montreal, Canada.

<sup>2</sup> The 1926 edition is referred to in this review.

<sup>3</sup> *Cataloging Rules for the Chinese Books in the National Central University Library*. By Chih-ber Kwei. Nanking, China, March, 1933 (in Chinese). 33 pages. Published by the National Central University Library. Cloth cover, \$1.00; paper cover, 60¢; postage extra; quotations in Chinese currency.

<sup>1</sup> Drury, F. K. W. *What Books Shall I Read?* Houghton Mifflin, 1933. \$2.50.

# THE LIBRARY JOURNAL

November 1, 1933

## Editorials

THE CHICAGO Conference, while not excell-  
ing the banner attendance at New Haven in



1931, brought together slightly over 3,000 librarians to consider the many difficult problems that the worldwide depression has brought about. Because of reduced appropriations many libraries have been obliged to discontinue, or nearly discontinue, the purchase of books, reduce hours of opening and carry on the tremendous increase in circulation with little or no additional help. Faced with these new conditions, the week was spent in studying and discussing these and other problems and in determining the rôle that public libraries will play in the New Deal. The problem of "Libraries and National Recovery" was dealt with at the first Council meeting on Monday morning in a panel discussion. While this was an informal discussion and no conclusions were drawn, several librarians agreed that the library should not confine itself to providing serious reading but should continue to supply books for recreational purposes.

PRESIDENT Lydenberg in his opening address at Chicago referred to the large function of libraries in helping people to make wise use of the leisure time which industry is giving them under the new code and said "Educators undoubtedly will recognize soon their responsibility in face of these new phases of social life, and it is our duty to see that they understand fully how important a part the library can play in this readjustment." Howard Mumford Jones, at the third general session, emphasized the same point when he said "What is the place of books and reading in modern society? I reply that libraries and the ability to read books are fundamental guardians of popular liberty in a diseased and desperate world." Dr. Keppel at

the last general session said "The printed page may have its powerful rivals for man's attention, but it still remains the most direct influence upon the thinking, and in spite of propaganda, on the whole the most reliable." Throughout all the sessions this note of leisure and the library was sounded.

BEGINNING in 1927 the *New York Times* took up the experiments, made some years ago by the *Brooklyn Eagle* and other dailies, of printing a rag paper edition for permanent preservation in libraries. The previous experiments were unsuccessful because the patronage was so little as to be discouraging, but libraries did take advantage of the venture on the part of the *New York Times*. A number of libraries, headed by the Joint Committee on Materials for Research of the American Council of Learned Societies and the Social Science Research Council, recently proposed a miniature edition, reproduced by the offset process, printed on rag paper stock and the *Times* have signified their willingness to print this providing a sufficient response can be assured. The proposed reproduction would be bound in twenty-four volumes a year and could be shelved on two standard three-foot shelves, a saving of five-sixths of the space of the regular edition, if shelved horizontally, and three-fourths of the space, if shelved vertically. The reduced edition is more convenient and labor and time saving in handling, both for the staff and reader, and it is even estimated that the miniature edition will wear four times as long as the regular edition as the wear and tear on the binding are much less. The only disadvantage to be mentioned is that a reading glass is necessary for extensive work and some readers may object, but it is believed that anyone with normal eye-sight can find his place in the paper without the aid of a reading glass. With the availability of several good reading glasses on the market, however, this problem seems to be small in relation to the amount of storage space to be saved in already crowded libraries. The price of the proposed edition will be the same as that of the full size edition unless sufficient libraries subscribe to permit the cost to be made even lower so it is to the advantage of librarians to express their interest in this new venture as soon as possible. The *Times* has never made expenses on the rag paper edition and, with the miniature edition, simply hopes for returns to pay for part of the expense involved in printing and distributing the library edition. The great value of newspaper files as research material cannot be over-estimated and librarians should welcome this opportunity to obtain a sure file for their libraries.

# Chicago Conference

## First General Session

OVER 3,000 delegates, from all parts of the United States and many foreign countries, to the fifty-fifth conference of the American Library Association were welcomed to the State of Illinois at the First General Session held in the Grand Ball Room of the Stevens Hotel, Chicago, at 8:30 P.M., October 16. Addresses of welcome were given by Walter Dill Scott, president of Northwestern University, Evanston, Ill., and Frederic C. Woodward, vice-president of the University of Chicago.

Following the addresses of welcome, twenty foreign librarians were presented by Mr. Harry Miller Lydenberg, president of the American Library Association. He expressed the feeling that the presence of this distinguished international group was of great value to American librarians and stated: "It fills us with humility and gratitude to see what these men are doing. The emphasis in Europe and the Orient is upon the library as a handmaiden of productive scholarship and research, but some countries like Denmark, Holland, Russia and England have also done much in developing libraries as an instrument for the diffusion of popular education." The following librarians, representing the Committee of the International Federation of Library Associations, were presented: T. P. Sevensma, Librarian, League of Nations Library, Geneva; A. C. Breycha-Vauthier, Law Librarian, League of Nations Library, Geneva; A. Vincent, Librarian, Royal Library, Brussels; A. Kaiming Chiu, Librarian, Chinese-Japanese Library, Harvard University, Cambridge, Mass.; Arundell Esdaile, Secretary, British Museum, London;

John D. Cowley, Librarian, Lancashire County Library, Preston; Léon Bultingaire, Librarian, Museum National d'Histoire Naturelle, Paris; E. Wickersheimer, Administrator, National Library of the University of Strasbourg, Strasbourg; Hugo A. Krüss, Director-general, Prussian State Library, Berlin; Luigi de Gregori, Librarian, Biblioteca Casanatense, Rome; Rinshiro

Isikawa, Tokyo Science and Literature University, Tokyo; Rafael Aguilar y Santillán, Perpetual Secretary, Sociedad Científica "Antonio Alzate," Mexico, D. F.; Juana Manrique de Lara, Supervisor of Libraries, Department of Libraries, Mexico, D. F.; Ernest J. Bell, Librarian, Canterbury Public Library, Christchurch; Wilhelm Münthe, Director, Royal University Library, Oslo; Jan Muszkowski, Director, Biblioteka i Muzeum Ordynacji Krasinskich, Warsaw; Jordi Rubió, Librarian, Biblioteca de Catalunya, Barcelona; Isak G. A. Collijn, Director, Royal Library, Stockholm; Marcel Godet, Director, National Library, Berne; Eugène Tisserant, Acting Librarian, Vatican Library.



*Gratia A. Countryman, Librarian Of The Minneapolis, Minn., Public Library, Forty-Sixth President Of The American Library Association*

"Unanswered Questions" was the topic of Mr. Lydenberg's presidential address. He said in part: "Mass production has swept into the world of books. The reading public is larger, though perhaps not proportionately increased; the space for shelving and the capacity for digesting and absorbing this gargantuan mass lag far behind. . . . An era is past and we are entering on a new world. The capitalistic rule is over, and a new economy is to control us. There has been no essential change. Paper values have shifted but no real value has been affected in the long run. . . . A new vision has been seen but interpret it and explain it as you will, never will you find a prophet who dreams of a world without books,

without contact with these records of what has been said and done and thought in the past, those inspirations and stimulations for new visions in the future." Mr. Lydenberg's address is printed in full in this number.

The following telegram from R. R. Bowker, one of the two survivors of the 1876 conference and editor in chief of *THE LIBRARY JOURNAL*, was read:

"I bid the sower pass before the reaper's sight" sings Whittier. It is not often vouchsafed that a generation which sows the seed may witness the growth and good works of two generations as with us of seventy-six. Homage to Harden my senior in years and library service though not in A.L.A. membership. May Evans complete more volumes of his *magnum opus*. My benedictions to Miss Chandler and all the A.L.A. clans present and future *semper floreat*."

—R. R. BOWKER.

## Second General Session

THE TOPIC "Society's Interest in the Preservation and Use of Books and Libraries" was the topic of the Second General Session held in the Grand Ball Room of the Stevens Hotel at 10:00 A.M. on October 18. After a brief business meeting, Monsignor Eugène Tisserant, director of the Vatican Library, Italy, spoke on "What the Preservation of the Record of Scholarship Means to Changing Civilization." This representative of one of the oldest and most famous libraries in the world declared that preserving the records of scholarship "means continuity of civilization in a world submitted to continuous changes." He told of the great contributions of past librarians, including the monks of the middle ages, in preserving old culture for our modern use and concluded with this encouragement to librarians: "Therefore, our task, as librarians, is similar to that of the priestesses of Vesta, to whom was committed the care of the sacred fire. And this is the reason why nothing is unworthy in our life, if we consider our duty toward humanity, the protection of books against beetles, repairing ragged parchment fragments, erection of new bookstacks or building new reading rooms, as well as cataloging or labeling, all are noble, if we feel that we are helping humanity in its trend toward that spiritual unity which would be the result of unity of culture."

Arundell Esdaile, secretary of the British Museum and editor of *The Library Association Record* dealt with the problem of "The Social Responsibility of the Modern Library." He told

the delegates that conservation of culture for posterity may still be one of the primary duties of a library, but that librarians must not overlook their other purpose of spreading knowledge in the present. "Conservation is still an important purpose of the library," he said, "but a democratic society today cannot exist without free access to good books, and it is through the local public libraries that we must make these books available if our democracy is to remain directed by good judgment and not only by blind loyalty. . . . The remarkable rise of the public library in the last generation is the healthiest omen for the future, even the material future, of our troubled world that I can conceive, short of the miraculous appearance of some one who could understand and with authority interpret economic phenomena."

"Society's Responsibility to Maintain Institutions of Education and Scholarship" was the topic of the concluding address. Dr. Isak Collijn, director of the Royal Library at Stockholm declared libraries an "important means" in fighting the depression. He urged their support by the State and said that "nothing is gained by adding to the outer depression a depression of a mental and intellectual nature." He urged librarians to assert the claims of their libraries against any "false economy" which would lessen their value to the public at a time when the people most need books.

All three of the papers will be printed in a later issue of *THE LIBRARY JOURNAL*.

## Third General Session

SPEAKING ON "A New Trend in Education," George F. Zook, U. S. Commissioner of Education, Washington, D. C., emphasized the point that "adult education is not a fad to be left to social uplifters, but a basic service" in addressing the Third General Session on October 20. In speaking of how leisure increases the need he said in part: "Our education has long been deeply interested in the production of material goods. This age of machine-production has rapidly increased the amount of leisure. The average man or woman has ten years of formal school in a lifetime and the rest is left to movies, radio and newspapers. . . . With reduced hours of productive labor there should be an increased number of persons employed in the leisure time services, such as schools, museums, parks and libraries. . . . An increasing number of workers is not needed in productive industry, but it is needed in leisure time service. . . . It is beside the point to say we



cannot afford to increase our public services of recreation and education—it is the only thing we can afford if we desire a nation of employed persons."

Following Mr. Zook, Howard Mumford Jones, professor of English at the University of Michigan, spoke on "The Place of Books and Reading in Modern Society." He suggested important general considerations which make it important for librarians not to grow weary in their campaign. "The first of these is pleasure. This is the most obvious thing we can say about reading, but inasmuch as the pleasure to be gained from reading has already come into conflict with the pleasures to be gained from motion pictures and the radio, and since there are hundreds of thousands to whom reading is still a waste of time or a dull drudgery, it is an aspect of the reading habit which can not be too often brought before the public. . . . The sort of pleasure which reading can give is then a public good, and should be widely proclaimed. This brings me to the second of my general considerations, which is that there is a kind of improvement to be gained from reading which is rather different from the profit which comes from a better job, which is almost unconsciously acquired, and which is not the least of the immense benefits which reading brings. This is the benefit which one thinks of as accruing to the well-read man." In concluding he says: "What is the place of books and reading in modern society? I reply that libraries and the ability to read books are fundamental guardians of popular liberty in a diseased and desperate world."

The concluding address was by Hervey Allen, author of *Anthony Adverse*, who spoke on "The Library as an Author Sees It."

## Fourth General Session

FOLLOWING the presentation of the new officers and the reading of the Resolutions, the members of the Association, attending the Fourth General Session on Saturday, October 21, listened to Frederick P. Keppel, president of the Carnegie Corporation of New York, speak on "The Responsibility of Writers, Publishers and Librarians in Promoting International Understanding." He said in part: "The printed page may have its powerful rivals for man's attention, but it still remains the most direct influence upon his thinking, and in spite of propaganda, on the whole the most reliable. The production and distribution of solid matter may never touch those who need it the most, but still it is worth while to keep the converts converted and to strengthen their

faith. And there is always the exciting chance of making new converts. May we not assume that Mr. Hearst and his associates let us say, or the editors of the *Chicago Tribune* are sufficiently intelligent and sufficiently sincere to change their tune upon international matters if by some happy chance they could be made to study the material which the librarian stands ready to supply? . . . Before we give up all hope of internationalizing our ideas on economics and political theory, let us remember that in some fields this thing has actually happened—it has happened in science and its applications in medicine and engineering. In education, which offers perhaps a fairer basis of comparison, the process of internationalization is actually going on before our eyes. . . . Finally, and to me most important of all, is the service of literature as distinguished from information. Like the great painter or the great musician, the great writer, impelled by his own instinct to create a thing of beauty, builds up and presents his material with a view to satisfying that instinct, not for the purpose of conveying information or influencing judgment. And when that material deals with human situations outside the reader's own experience, the effect he creates is all the more powerful because the reader so seldom realizes that it is something far more deep lying than his conscious thinking which has been touched by the magic of the writer's art."

## Officers Elected

PRESIDENT: Gratia A. Countryman, librarian, Public Library, Minneapolis, Minnesota; First Vice-President: Louis Round Wilson, dean, Graduate Library School, University of Chicago; Second Vice-President: Ralph Munn, director, Carnegie Library, Pittsburgh, Pennsylvania; Treasurer: Matthew S. Dudgeon, librarian, Public Library, Milwaukee, Wisconsin; Trustee of Endowment Fund: Charles R. Holden, attorney; vice-president First National Bank, Chicago; Members of the Executive Board: Milton J. Ferguson, librarian, Public Library, Brooklyn, N. Y.; Chalmers Hadley, librarian, Public Library, Cincinnati, Ohio.

The following members were elected to the Council: Susan G. Akers, School of Library Science, University of North Carolina, Chapel Hill; Gerhard R. Lomer, librarian, McGill University Library, Montreal, Que., Canada; Harriet C. Long, librarian, State Library, Salem, Oregon; John A. Lowe, director, Public Library, Rochester, N. Y.; Amy Winslow, Enoch Pratt Free Library, Baltimore, Maryland.

# Book Week Celebrations

## Philippines

UNDER THE auspices of the Library of the Northern Luzon Junior College, University of the Philippines, Book Week was celebrated for the first time in the province of Ilocos Sur from November 28 to December 5, 1932. The theme selected for this year's Book Week, being the first of its kind to be celebrated here, was the love of reading and the care and use of books. The celebration was acclaimed to be a great success.

The public school authorities whole-heartedly cooperated in the observance of the Week. Mr.

lections on Filipino national heroes, rare books, some books and pamphlets printed in the Ilocano dialect, Dean Alonzo's collection, various private collections, pictures illustrating the evolution of the book, etc.

Three booths were appropriately decorated; these booths were "On Reading and the Love of Books," "On Filipino National Heroes," and "On Mother and Home." The posters portrayed different subjects. Every poster suggested a list of books for reading on the subject portrayed. Most of the books included in the reading list were displayed so that visitors were able to see and examine the books which interested them.

The booth on "Reading and the Love of Books" was handsomely decorated with posters and a display of new books and best sellers furnished through the courtesy of the Philippine Education Co., Inc. and the Educational Supply, two of Manila's well known and biggest book dealers and publishers in the Philippines. American publishers also generously helped a great deal by furnishing some of the materials used in the exhibition. The publishers that cooperated with us are The H. W. Wilson Company, the Macmillan Company, the American Library Association, American Association of Book Publishers, and the Child Association of America. Book marks and book plates of some famous Filipinos were also exhibited.

The booth on "Filipino national heroes" contained books and pamphlets relating to the history of the Philippine revolution, and "lives and memoirs" of Filipino heroes. Historical pictures and posters were used in making the booth very attractive.

The exhibits on "Ilocano literature" (books and pamphlets written in the Ilocano dialect) attracted a great many of the visitors. Some of the Ilocano books exhibited have never been known before by many of the visitors, while some were rare books.

In order to encourage the reading of periodicals and the wise selection and purchase of books, a section on periodical indexes and book buying guides was also exhibited. The different periodical indexes, book reviews, book catalogs, and publishers' trade lists were also displayed.

The Exhibition was a great success judging from the enthusiastic response of the people who saw the exhibits and also from that fact that it was extended to another week in response to the requests of teachers and students in order to afford them time to examine the exhibition more carefully.

—P. S. SISON, *Librarian*.



*Book Week Exhibit Last Year At Northern Luzon Junior College, University of the Philippines*

Quince E. Richardson, Division Superintendent of Schools for Ilocos Sur, issued a circular for his Division designating the week November 28 to December 5, 1932, as Book Week. Mr. Richardson urged the observance of the Book Week in all schools in this province by giving special emphasis in composition and in other subjects, on the love of reading and the care and use of books. He urged further that all schools in the Division put forth special efforts to encourage the pupils in the love of reading for pleasure.

A Book Week Exhibition which was under the personal management of the Librarian of the College was the main feature of the celebration in the Northern Luzon Junior College, Vigan, Ilocos Sur. Students in English were required to write themes on the subject Book Week. The principal features of the Exhibition were the posters on books and reading and on the care of books, book plates, new books recently issued by prominent publishers, practical demonstration of the steps in the process of book binding, binding and mending materials, "best sellers" and "prize winners," books and posters on Reading with a Purpose and on Adult Education, Philippine col-



## Oklahoma

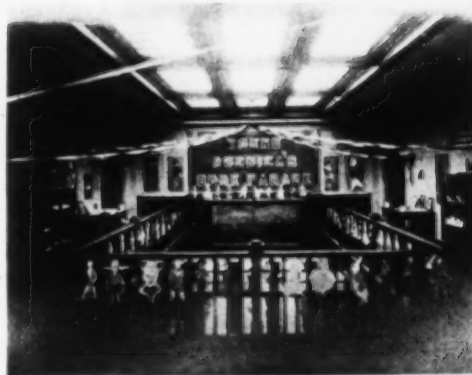
CELEBRATION of Book Week for 1932 in the Muskogee, Oklahoma, Public Library brought enjoyment and education to the children, valuable publicity to the library, and community interest in the children's department. In keeping with the American theme, exhibits were arranged around the balcony of the second floor showing books belonging to certain historical periods of American history. Appropriate posters accompanied each exhibit. The following titles were used on the different posters: The First American; The British Are Coming; The Blue and the Gray; The Winning of the West; and Our Modern World. In glass cases on either side of the balcony, were shown special exhibits. Hobbies for Boys with stamp collections displayed and books of Things for Boys to Do comprised one exhibit. In commemoration of the centenary of Louisa May Alcott's birth, the second glass case held an exhibit of book character dolls including an Amy Doll.

Splendid cooperation was received from the schools. Their interest in the celebration was stimulated by visits to the schools by the children's librarian. They loaned interesting book characters drawn in crayon and water color, and a colorful Indian frieze which extended around three sides of the assembly room. An excellent exhibit of the evolution of a book was also loaned by one of the grade schools. As a fitting background to this exhibit, copies of the series of mural decorations entitled, "The Evolution of the Book" painted by John W. Alexander and found in the East Hall of the Library of Congress, Washington, D. C., were displayed.

During the mornings of Book Week, classes were invited to visit the library to view the exhibits and be instructed in library usage. Book lists appropriate to the grade visiting were distributed at this time. Many new applications were taken out during these visits.

A renewed interest was taken by the children in reading old favorites that were presented in the book plays. These plays, which were first given in the schools, motivated the reading or history work and created a special observance of Book Week outside of the library. A particularly gratifying feature of the entire week was the rare spirit of camaraderie which characterized the various activities. Both the children and the teachers expressed their enjoyment in the different projects and all the work was done voluntarily.

Due to the fact that many adults accompanied children, old fines were brought to the attention of parents and consequently paid. Many new applications were taken out each day following the entertainments. The attendance was so large



*Exhibit Of Books Belonging To Historical Periods Of American History Arranged Around The Balcony At Muskogee, Oklahoma*

following the programs that our department's staff was doubled to take care of the crowds and then long lines of children were kept waiting to check out books.

Beside these results, Book Week furnished the library with some valuable publicity. The two daily newspapers, morning and evening, were co-operative in giving Book Week write-ups and announcements for eight consecutive days. The newspaper photographer took pictures of the exhibits and of a class visiting the library. Two downtown book stores displayed the Book Week posters and a slide advertising Book Week at the library was furnished by the local theatres and shown on their screens for the entire week. A radio was loaned us by a local radio store in order that we could take advantage of the Book Week programs scheduled. A radio Book Week story hour from Tulsa followed one of our plays and at our request, they announced that the children of the Muskogee Public Library were listening in.

—DOROTHY FRIED COACHMAN,  
*Children's Librarian.*

## New York

FOR TEN years now, long enough to have become a tradition—that intangible guide to behavior so dear to the heart of a school boy—the Library Committee of Horace Mann School for Boys, Teachers College, Columbia University, has had charge of an assembly program for Book Week.

During the first or second meeting of the Committee in the fall the subject is brought up, book interests of the group are discussed and three speakers chosen from among the senior members to take part in the program. If a boy has a book

hobby his task is a comparatively easy one. If not, he must choose a suitable subject in which he is interested. The librarian should always be prepared with suggestions. Usually a considerable amount of reading must be done in preparation for a six to ten minute talk and sufficient rehearsal of it by the instructor in speech before the boy is ready for an appearance on the assembly platform.

Some of the subjects chosen over a period of years include books of favorite authors, Scott, Roosevelt, Dickens, Conrad, Recent Poets and Dramatists, The Evolution of the Book, Pulitzer Prize Winners, What to Read, Moderately Priced Editions to Buy, Oxford, Modern and others, Books on Modern Travel and Exploration, Books on Modern Russia, Present Day Magazines Published in the U. S.

Much has depended on the speaker and the presentation of his subject, whether or not a demand for the books discussed follows a talk, but it has happened more than once that a reading interest has been created that has extended long after Book Week has forgotten.

Programs are always reported fully in the school paper and the following quotations from it show the kind of impression made on the school audience.

"This morning in assembly P— presented an interesting and entertaining speech on the subject of Book Binding. Confining himself chiefly to the topic of rare bindings, the speaker started with a short résumé of binding up to 1450 and then gave a rather detailed account of binding in the fifteenth, sixteenth and seventeenth centuries. During the course of his talk P— illustrated his points by the use of rare and valuable first editions.

"The subject of T—'s speech was Books on Modern Travel and Exploration. He stated that many people believe that books on exploration are no longer interesting as there are no more places to explore. This, however, is entirely untrue, as T— clearly pointed out. He discussed eight books, giving his impression of each and occasionally relating some of the incidents. Those he chose were, 'Ends of the Earth,' by Andrews; 'Pheasant Jungles,' by Beebe; 'Tropical Air-Castles,' by Chapman; 'To the South Seas,' by Pinchot, the Governor of Pennsylvania; 'Safari,' by Martin Johnson, the noted motion picture explorer; 'Skyward,' by Byrd; 'On the Bottom,' (the story of the S-51 which was sunk by the City of Rome off the Atlantic Coast) by Commander Ellsberg; and 'In Brightest Africa,' by Akeley. In closing T— recommended that students read more exploration and travel books, as they are interesting as well as instructive."

They did, not only because the books chosen were interesting ones, but because the speaker was a favorite football hero!

In addition to the assembly provided by the members of the Library Committee, it has sometimes been possible to secure a speaker from the outside, through the influence of some member of the group.

Drives for books are sometimes made with good results during Book Week, and appropriate exhibitions of pictures, such as the history of writing, or scenes from the lives of authors, shown on the bulletin boards. Reading lists, either our own or those published by the A.L.A. or Wilson Co. are distributed from the library.

—JESSIE F. BRAINARD, *Librarian*.

## Massachusetts

THIS LITTLE house has been very much enjoyed, not only by the little folks, but by adults as well. It never fails to attract attention. We made it for Book Week in 1931, but used it again this year, and it seems as popular as ever.



*The Book House Made From Book Jackets For Book Week, 1931, At Fairhaven, Mass.*

We placed it in a corner, with a light from the rear shining through the house. This permitted one to see the characters inside the house. Little book characters, cut from book jackets, and mounted were placed within the house. A cardboard floor was placed between the first and second story of the house. Green blotters were cut to give the appearance of rugs, and suitable illustrations were hung on the walls between the windows for pictures. Among the characters within and without the house were: Don Quixote, Little Black Sambo, Pinocchio, Angus and the ducks, Joan of Arc, Wee Willie Winkie, Pran of Albania, Three little kittens, Little women, Ameliaranne, Raggedy Ann, Tom Sawyer, Robinson Crusoe, Nanette of the wooden shoes, and characters from Clean Peter.

I might add that the windows were hinged on with cloth adhesive tape, the outside being colored green. The frames were made of cardboard on which cellophane was pasted. The panes were drawn on with india ink.

—AVIS M. PILLSBURY,  
*Librarian, Millicent Library, Fairhaven, Mass.*

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Type-written. Red lined borders. Letter of transmittal, signed by Ernest Kletsch, curator, tipped in. "Key to symbols in Union catalogs" (cover-title, 10 numb. 1) which forms an index to the work, bound between text and tables. L. C. card; adapted.

Note: The following serial is added for indexing:  
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—Key to symbols used in Union catalog. Washington, D. C.: U. S. Govt. Prtg. Off., 1933. 12 l.

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—See also BOOKS AND READERS (Allen).

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—See also ASSOCIATIONS (A.L.A.).

# LIBRARIES—GENERAL

A.L.A.—Advisory Board for the Study of Special Projects. Proposals submitted to the American Library Association for study and investigation. *Lib. Quar.* 3:390-407, 1933.

Includes a list of studies completed or in process. Signed by Louis R. Wilson, *chmn.*, and the Committee.  
*Bibliothèques populaires et loisirs ouvriers* ... 2, rue Montpensier, Palais-Royal, Paris, 1er.: Institut International de Coopération Intellectuelle, 1933. pap. 322 p., 2 l. 25 fr.

Edited by H. Lemaitre. "Part II presents in separate articles the testimony of competent authorities concerning the status of public libraries in Austria, Belgium, Czechoslovakia, England, France, Germany, Italy, Japan, Latvia, Mexico, Poland, Russia, Spain, Sweden, and Switzerland. Part I contains an excellent resume by the editor which classifies the public library services of these and other countries, lists the means employed to attract readers from the working classes, identifies problems deserving attention, and suggests how the Central Committee may help. ... An English translation is planned for the near future."—Douglas Waples in the *Booklist*, Oct., 1933.

Bostwick, A. E., ed. *Popular libraries of the world*. Chicago: A.L.A., 1933. cl. 316 p. bibliog. \$3.75.

Librarians of forty-eight nations have contributed these articles on the status of the popular library movement in their countries. To be reviewed.

Howson, Roger. Beside the point; some casual remarks to some students in a library school. 450 Ahnaip St., Menasha, Wis. *Columbia University Quarterly*. 25:177-192, 1933.

... delivered recently before the School of Library Service, Columbia University.

The Library and the patron; a report of the discussions at library institutes. *N. Y. Libs.* 13:240-243, 254-256, 1933.

Includes both policy and method.

National Women's Committee Welfare and Relief Mobilization. *How to help; handbook*. n. p., 1933. pap. x, 74 p.

"Use your libraries," p. 46.

—See also TRAINING (Waples).

# LIBRARIES—FOREIGN

La Bibliothèque circulante gratuite de la municipalité de Madrid. Rue Albert de Latour, 80, Bruxelles. *La Chronique graphique*. 8:1638, 1932.

Abstracted from *Gaceta de las artes graficas*, Barcelona.

Bulgarian libraries have radios and movies. *Lib. Jour.* 58:847, 1933.

A news note.

Eppelsheimer, H. W. Die Landesbibliothek als Bibliothekstyp. *Zent. f. Bib.* 50:525-528, 1933.

The Harrogate Public Library and Art Gallery. *Lib. Assn. Record*. series 3, 3:265-266, 1933.

A summary of history.

Kirchner, Joachim. Schrifttum und wissenschaftliche Bibliotheken im nationalsozialistischen Deutschland. *Zent. f. Bib.* 50:514-525, 1933.

The Librarians' guide. Ed. by Mark Meredith. Liverpool, Eng.: Literary Year Books Press, 1932. cl. ix (i) 205 p. 10s.6d.

American agent: R. R. Bowker Co.

The Library movement in South Africa. *South African Libs.* 1:35-40, 1933.

... Prior to the Bloemfontein conference, by P. Freer. ... Since the Bloemfontein conference, by M. M. Stirling.

Michel, Ersilio. ... La biblioteca Marciana di Venezia. Via Emilio Faà di Bruno, 7, Roma. *Rassegna storica del Risorgimento*. 19:793-808, 1932.

Moravek, Endre. Das ungarische Bibliothekswesen. tables. W. de Gruyter & Co., Berlin. *Ungarische Jahrbücher*. 12:287-302, 1932.

Includes historical data.

Sandy, G. H. *An account of the national libraries of Spanish South America*. (Urbana, Ill., 1932.) 109 p. bibliog.

A Master's thesis; University of Illinois. One chapter, "The

National Library of Argentina," appeared in the *Bulletin of the Pan American Union*, 66:681-689, 1932. A list of theses completed or in preparation, Dec., 1930, is available in the University of Illinois Library School *Alumni News Letter*, no. 14. Mr. Sandy's thesis and those listed in the *News Letter* may be borrowed.

Shanghai.—Oriental Library. *A description of the Oriental Library before and after the destruction by Japanese on February 1, 1932, prepared and published by the Board of Directors of the Oriental Library*. Shanghai, China, 1932. 3 p. l., 29, (1) p. plates, ports.

"Appendix: Japanese explanations of the bombing of the Commercial press and the Oriental Library, with foreign comments," p. 191-29.

—See also LIBRARIES—GENERAL (Bibliothèques).

# LIBRARIES—UNITED STATES AND CANADA

Conference of southern leaders on the status of libraries, books and reading in the South. 111 Fifth Ave., New York. Association of American Colleges *Bulletin*. 19:271-272, 1933.

Knight, E. W. Place of libraries in the southern scene. Grand Central Terminal. *School and Society*. 38:233-238, 1933.

*Library progress in two generations, 1876-1933*. *Lib. Jour.* 58:817-844, 1933.

This number, 18, Oct. 15, 1933, is devoted to a review of progress. Articles analyzed for this list.

Milam, C. H. Libraries and the New Deal. *Lib. Jour.* 58:765-767, 1933.

Shera, J. H. Recent social trends and future library policy. *Lib. Quar.* 3:339-353, 1933.

Based mainly on the report of the President's Research Committee.

# PERIODICALS AND SERIALS

Brown, C. H. Bringing the periodical situation up to date. *A.L.A. Bull.* 27:379-380, 1933.

Darrach, M. J. The cost of German periodicals. *Lib. Assn. Record*. series 3, 3:271, 1933.

Report and resolutions of the meeting of the Medical Library Association in Chicago, June 19, 1933. Also reported in *Lib. Jour.*, 58:704-705.

# REFERENCE AND RESEARCH

Bliss, H. E. *The organization of knowledge in libraries and the subject-approach to books*. New York: Wilson, 1933. cl. xvi p., 1 l., (1) 4-335 p. \$4.

To be reviewed.

Rankin, Rebecca. Public administration, its significance to research workers. *Special Libs.* 24:144-145, 1933.

—See also BIBLIOGRAPHY (Heyl); TRAINING (Wilson); SPECIAL LIBRARIES (McIvor); TRAINING (Wilson).

# SCHOOL LIBRARIES, WORK WITH SCHOOLS, ETC.

Colwell, L. R. The library. 155 Administration Bldg., Pittsburgh, Pa. *Pittsburgh Schools*. 7:220-222, 1933.

Cundall, L. B. School libraries: geography. 3 Ludgate Broadway, E.C.4, London. *Journal of Education*. 65:339-340+, 1933.

Holmyard, E. J. School libraries: chemistry. 3 Ludgate Broadway, E.C.4, London. *Journal of Education*. 65:511-513, 1933.

Peirce, Ruth. Don't starve the school library. 919 N. Michigan Ave., Chicago. *Nation's Schools*. 11: 25-28, June, 1933.

Perkins, A. L. School libraries: mathematics. 3 Ludgate Broadway, E.C.4, London. *Journal of Education*. 65:433-436+, 1933.

Sears, M. E., and others, eds. *Standard catalog for high school libraries*. Second edition, revised. First supplement. New York: Wilson, 1933. pap. x p., 1 l., 60 p. Free to those who have purchased the second ed. of the "Catalog;" 60¢ to others.

Standard catalog series. Classified list and dictionary catalog of 176 books.

Webb, H. A. *The high-school science library for 1932-1933*. (Nashville, Tenn., 1933. pap. 5 l. 12¢.

Reprinted from the *Peabody Journal of Education*, v. 2, no. 1, July, 1933. A list of recommended titles by the editor of *Current Science*. Trade information; brief annotations.

—See also BOOKS AND READERS (Tatum); COUNTY (Etheridge).

#### SPECIAL COLLECTIONS AND CLASSES

Avanzi, G. La mostra di edizioni romane del secolo xv nella R. biblioteca casanatense di Roma. 32 Via Michelangelo Caetani, Rome. *Nuova Antologia*. 367: 477-480. 1933.

Carnahan Memorial Library. *LIB. JOUR.* 58:752. 1933.

An alcove collection of sociological material, designated as "Mental Hygiene," recently presented to the Rochester (N. Y.) Public Library.

Hollingsworth, J. B. Responsibility of the library for the conservation of local documents. *Special Libs.* 24:146, 148. 1933.

Hoppock, Robert. Buying books on vocational guidance. *Booklist*. 30:1-2. 1933.

Includes a recommended list.

Jarvis, Marjorie, and others, eds. *Presentable plays, II, and how to produce them. Bring a catalogue of the Provincial Dramatic Library of Ontario*. Toronto, Can.: Published under the authority of the Minister of Education of Ontario, 1933. pap. viii, 64 p.

Supplement to the *Ontario Library Review*. "... a co-operative undertaking, in the making of which the Provincial Dramatic Library of Ontario, the Toronto Public Library, and the Ontario Department of Education have joined forces. ... a revision of the list of *Presentable Plays* published in the *Ontario Library Review* of August, 1928, and is the result of four years' work with about three hundred dramatic groups, representing every type from the serious adult groups studying the modern drama to junior schools presenting simplest entertainment plays." Address: Miss Marjorie Jarvis, Hallam Room, Toronto Public Library.

Lawton, Dorothy. The phonograph collection in the Music Library and some of the scores recorded. New York Public Library, New York. *Branch Library Book News*. 10:114-124. 1933.

Introduction signed by Dorothy Lawton. "Recent acquisitions—Music Library," follows.

Munn, Ralph. The Church Cromwell library. port. Carnegie Institute, Pittsburgh, Pa. *Carnegie Magazine*. 7:41-42. 1933.

Nitze, W. A. *The Newberry collection of Arthuriana*. (Chicago, 1932.) pap. 4 p.

"Reprinted for private circulation from *Modern Philology*, vol. xxx, no. 1, August 1932." L. C. card; adapted.

Sykes, W. J. *Hard times—better times. Business cycles, unemployment, the great depression, finance, recovery*. Ottawa, Can.: Carnegie Public Library, Aug., 1933. pap. 17 p.

Running comment, with titles embedded.

*Technical books of 1932; a selection. Twenty-fifth issue. Comp. by Donald Hendry*. Brooklyn, N. Y.: Pratt Institute Free Library, 1933. pap. 27 p.

Classified; annotated.

Winchester, P. A. Social hygiene and the libraries. 372 Broadway, Albany, N. Y. *Journal of Social Hygiene*. 19:293-360. 1933.

The scope of the subject and treatment of the literature in public libraries, as it is observed; believes that particularly the public library can perform a signal task in furthering education in this field. Followed by two editorials: "Readings in social hygiene," p. 307-308; "Censorship in the small library," p. 308-309. Three lists—minimum, larger, and more comprehensive—of books on social hygiene for libraries, p. 352-354.

—See also CATALOGING (Dick, Guppy, Struck).

#### SPECIAL LIBRARIES

British Optical Association, London.—Library. ... *Library and museum catalogue, compiled and edited by John H. Sutcliffe ... assisted by Margaret Mitchell ... (and) Edith Chittell* ... London: The Council of the British Optical Association, 1932. xv, 335 p. illus.

L. C. card; adapted.

Burnett, Marguerite. The Methods Clinic; what it was and what it will mean. *Special Libs.* 24:159-161. 1933.

Methods used to answer the question, "Could the self-labelled 'special librarians' justify their claims to a special category of library science?" Pagination includes further information by the Editor.

Jewish Welfare Board. *The library in the Jewish Center*. 71 W. 47th St., New York: The Board, June, 1933. pap. 28 f. 35f.

"This pamphlet is designed to offer suggestions for the organization and conduct of a library and reading room in the Jewish Center."—Intro.

Jones, Kathleen. Libraries in correctional institutions. *LIB. JOUR.* 58:839-840. 1933.

MacArthur, Douglas. Civilian conservation camp libraries. *LIB. JOUR.* 58:790-791. 1933.

Excerpt from the C.C.C. Circular, no. 5, War Department, Washington, May 29, 1933.

McIvor, C. C. Work of Geneva research center. *LIB. JOUR.* 58:848. 1933.

Reynolds, Margaret. Ambassadors to business—to industry; to factseekers everywhere. *LIB. JOUR.* 58: 826-829. 1933.

Tead, Ordway. A publisher looks at special libraries. *Special Libs.* 24:175-178. 1933.

—See also CATALOGING (Thornton).

#### TRAINING, QUALIFICATION, ETC.

A.L.A.—Board of Education for Librarianship. Education for librarianship in the future; ninth annual report ... table. *A.L.A. Bull.* 27:427-433. 1933.

Includes lists of accredited schools and summer courses; table is "Enrollment and output of the accredited and provisionally accredited library schools, 1932-33."

Un Comité restreint d'experts bibliothécaires. 2 rue de Montpensier, Palais-Royal, Paris 1. *Coopération Intellectuelle*. 31:373-374. 1933.

Resolutions "adoptées l'année dernière par le Comité d'experts bibliothécaires de la Société des Nations ..."

Des Cours de bibliophilie à Paris. Rue Albert de Latour, 80, Bruxelles. *La Chronique graphique*. 8: 1807. 1933.

Abstract of an article by R. Groos in *Toute l'édition*.

Eldridge, Bessie. An experiment in independent study for library school students. *LIB. JOUR.* 58:774-777. 1933.

Book selection courses at the School of Library Science, Syracuse (N. Y.) University.

Howland, A. W. Library science. port. 32d and Chestnut Sts., Philadelphia. *Drexel Alumni Review*. 2:10-12. 1933.

Description of the life and work of the Drexel Institute School of Library Science, with a chronology from its founding in 1892.

Library institutes, 1933. table. *N. Y. Libs.* 13:236-239. 1933.

Mother M. Agatha. The Catholic Graduate Library School at Catholic University of America. *Catholic Lib. World*. 5:7-8. 1933.

Urges the Catholic Library Movement to incorporate this development.

The New scheme of librarianship training: a symposium. *Lib. Review*. 27:109-115. 1933.

Contributors: M. Joyce Powell, J. W. Forsyth, Raymond Irwin, W. B. Paton, Alexander Strain.

Wilson, L. R. The development of research in relation to library schools. *LIB. JOUR.* 58:817-821. 1933.

—See also CATALOGING (A.L.A.); LIBRARIES—GENERAL (A.L.A.).

## Des Moines Will Loan Exhibit

SEVERAL hundred book jackets, mounted in groups and placed on display in the Des Moines, Iowa, Public Library during August and September, can now be borrowed by any library in the United States for the cost of transportation. Jackets were selected according to their art interest. There are about forty card board sheets in the display with eight to ten jackets on each sheet.

# In The Library World

## "Young Fu" Wins The Newbery Medal

ON WEDNESDAY, October 18, THE CHILDREN'S LIBRARIANS awarded the John Newbery Medal to Elizabeth Foreman Lewis for her book *Young Fu* (Winston) as the most distinguished children's book of 1932.

The winner of the Newbery Medal is selected by a committee of fifteen members of the A.L.A. section for library work with children. Each member of the committee votes for first, second, third and fourth choice. After voting this year, *Young Fu* was in first place, *Swift Rivers* by Cornelia Meigs (Little, Brown) in second place; *Railroad to Freedom* by Hildegard H. Swift (Harcourt) in third place; *Children of the Soil* by Nora Burglon (Doubleday) in fourth place.

Other books that received votes were *Hepatica Hawks* by Rachel Field (Macmillan); *Romantic Rebel* by Hildegard Hawthorne (Century); *Auntie* by Maude and Miska Petersham (Doubleday); *Tirra Litra* by Laura E. Richards (Little, Brown) and *Little House in the Big Woods* by Laura I. Wilder (Harper).

The Newbery Medal is given by Frederic G. Melcher, editor of the *Publishers' Weekly*. It's a bronze medal designed by René Chambellan. The medal is named in memory of the first publisher of children's books. It has previously been awarded since 1921 to the following books:

For the most distinguished children's book:

- For 1921—*The Story of Mankind* (Liveright) by Hendrik Van Loon.
- For 1922—*The Voyage of Dr. Dolittle* (Stokes) by Hugh Lofting.
- For 1923—*The Dark Frigate* (Little, Brown) by Charles Boardman Hawes.
- For 1924—*Tales From Silver Lands* (Doubleday) by Charles J. Finger.
- For 1925—*Shen of the Sea* (Dutton) by Arthur B. Chrisman.
- For 1926—*Smoky* (Scribner) by Will James.
- For 1927—*Gay-Neck* (Dutton) by Dhan Gopal Mukerji.
- For 1928—*Trumpeter of Krakow* (Macmillan) by Eric P. Kelly.
- For 1929—*Hitty* (Macmillan) by Rachel Field.
- For 1930—*The Cat Who Went to Heaven* (Macmillan) by Elizabeth Coatsworth.
- For 1931—*Waterless Mountain* (Longmans) by Laura Adams Armer.



Elizabeth Foreman Lewis

## Book Club Selections

### Book-of-the-Month Club

THE GREAT OFFENSIVE. By Maurice Hindus. Smith & Haas.

### Freethought Book Club

THE NECESSITY FOR ATHEISM. By Dr. David M. Brooks. Freethought Press.

### Junior Literary Guild

AESOP'S FABLES (Primary Group). Illustrated by Boris Artzybasheff. Viking.

THE KING'S MULE (Intermediate Group). By Dwight Akers.

Adventures of a mule and his riders in the out-of-doors. Minton, Balch.

FORGOTTEN DAUGHTER (Older Girls). By Caroline Dale Snedeker.

Story of a young slave girl on the estate of a wealthy Roman. Doubleday.

GIFF GOES TO THE SOUTH SEAS (Older Boys). By Gifford Bryce Pinchot.

A real boy writes of his real adventures. Winston.

### Literary Guild

THE JOURNEY OF THE FLAME. By Fietto Blanco. Houghton.

**Religious Book Club**  
AND THE LIFE EVERLASTING. By John Baillie.  
Scribner.

**Scientific Book Club**  
THE LIMITATIONS OF SCIENCE. By J. W. N.  
Sullivan. Viking.

## Public Works Grant For Rutland Library

RUTLAND, Vermont, a city of 17,000 population, has received a grant under the public works division of the NRA for the public library, the city council having voted the necessary bonds. The old Federal building will be remodelled into an up-to-date library and the inadequate quarters now occupied in the school building will soon be abandoned.

## Library Specializing In Parent Education

AT THE Headquarters of the Child Study Association of America, at 221 West 57 Street, New York, you will find a most unique reference and circulation library of books specializing in parent education. Here is a carefully selected collection of books, periodicals and records in parent education and closely allied fields of study. Individuals and groups have access to this library.

The association offers a Unit Service through a special membership to those outside of the city to affiliated groups. All the books in this library of some 5,000 volumes are carefully selected by a Bibliography Committee which constantly reviews publications. The Association publishes a "Selected List of Books for Parents and Teachers" to which supplements are added from time to time. During the year of 1931-1932, 181 books were received, and ninety-four were accepted for inclusion in the selected list of books for the library.

The Research Department has developed a very extensive file of clippings from magazines which also includes pamphlets, and these are available to students for reference. This Department answers hundreds of letters from study groups and libraries asking for bibliographies. In many instances, special bibliographies have to be compiled.

The library was founded on November 12, 1920, and is called the Alice Morgenthau Ehrich Memorial Library. Anyone who is interested in the Unit Service may receive full information by writing to the Association Headquarters. The library is open daily from 9:00 A. M. to 5:00 P. M., Saturdays from 9:00 A. M. to 1:00 P. M.

## Inter-Library Loan Fees

REFERRING to the matter of service fees for inter-library loans<sup>1</sup> may I call your attention to the fact that the Stanford University Libraries have charged a service fee on inter-library loans since September 1, 1932. Beginning October 1, 1933 we are charging the same service fees as are charged at the University of California.

During the fiscal year ending August 31, 1932 our inter-library loan transactions (separate shipments to other libraries) totalled 2,835. The cost of rendering this service amounted to approximately \$1,841.75. Although no statistics for the fiscal year ending August 31, 1933 are as yet available there was a substantial increase in the number of such transactions.

The situation here on the Pacific Coast is not comparable with that in the East. The libraries of the University of California and Stanford University have been carrying the major portion of this burden in this region. In Eastern areas the load is distributed among many large libraries.

Stanford University is of course prepared to pay whatever fees other libraries may impose in connection with loans to us. In the fiscal year ending August 31, 1932 we borrowed 450 volumes.

—NATHAN VAN PATTEN,  
*Director, Stanford University Libraries.*

### Inter-Library Loans

The cost of rendering inter-library loan service has now become such a substantial charge upon our library revenues that it is necessary to make a service charge upon all such transactions.

Effective October first the following charges will be made:

Single volumes	50 cents
Additional volumes in one shipment	25 cents

There will also be an insurance charge of 5 cents a volume in addition to the usual carriage charges.

It is not the intention of the University to restrict the borrowing privilege enjoyed by other libraries in the past. We are anxious to be of as much assistance as may be possible to readers in other libraries. It is felt that there will be a greater freedom in the future with regard to requests for material if the borrower realizes that he is helping to defray the costs involved.

For the convenience of libraries which borrow frequently from Stanford University Libraries a deposit may be made with the Director of Libraries against which all charges will be posted. Remittances should be made payable to Stanford University.

No service charge will be made upon inter-library loans where the material is for the use of public officials.

—NATHAN VAN PATTEN,  
*Director of Libraries.*

October 1, 1933.

<sup>1</sup> Lib. Journal. 58:780, 791. Oct. 1, 1933.



## Points In Administration

IN CONSIDERING the qualifications necessary for a good library administrator, there are several points to be considered in addition to those usually combined under the heading "administrative ability." The railroad executive who issues his orders or expresses his opinions by dictaphone, as he sits in a private office; the manager of a large department store, who contacts with the salespeople chiefly through the medium of his secretary or stenographer, does not have the close personal touch which exists between the small librarian and her assistants, or the large library department head and those working in the room with her. Widely differing personalities are necessary to handle these different types of work, and yet, unfortunately, we are prone to say, "That woman has marked executive ability; I want her in charge of my order department," for instance.

Granted that she has "marked executive ability"—can she exercise her talent in such a way that her assistants grasp the situation and acquire the self-confidence so necessary in the intricacies of library service? Is that "executive ability" of the quality that applies to library work, or would it be better placed in a factory or clerical position? Does she command respect and admiration from others in her room, or does her presence mean nervous tension and a fear of destructive criticism? Has she mastered the fine art of formulating rules in such a way that the newest recruit may read and understand? Having perhaps organized and built up the department from zero, has she developed the attitude of bulldog ownership, or has she gracefully escaped that unpardonable sin or assuming that she will never have a successor? How about that most desirable quality, tact, when it comes to making corrections, suggestions, or criticisms in the presence of other assistants? Is she able to make allowance for certain special disabilities in her assistants and adjust the work so as to minimize rather than magnify them? Has her experience taught her that certain personalities clash by nature, and that a bit of charity is necessary to compensate this friction? Has she learned to control her temper under trying circumstances? Has she, in short, shown the ability, not only to "execute" acceptably, but also that much more admirable characteristic, being able to get along with people; companionship—not bossism—with her fellow-workers; tacit agreement that those working with her (who may by chance have been placed in a position of inferiority to hers) may have had quite as much experience and training as she.

If your possible appointee can, in addition to

the usual credentials, bring with her—not from former employers, but from former assistants, favorable replies to the above queries, or at least 90 per cent of them, then you are quite safe in placing her on your library staff. If not, you will be doing yourself, your other staff members, and the ambitious applicant a favor by recommending that she enter some other field of activities than library work.

As administrators, let us take care that we make library work a joy, not a drudgery; that we lend whatever talent we possess to the easing, rather than the increasing, of the strain we now all feel; and emerge from this especially trying period with more grace, happier because we have contributed something toward the happiness of others.

—MRS. FLORENCE B. THORNE,  
*Assistant Librarian, Los Angeles City  
School Library.*

## Rollins Book - A-Year Club

ROLLINS COLLEGE LIBRARY, Winter Park, Florida, is offering friends of the College a chance to have a hand in building the Library. The plan is a simple one. A unique Club has been organized called the "Rollins Book-A-Year Club." Its purpose is twofold: (1) To give the friends of Rollins, and anyone who loves books and would like to project that affection into the endless future, an opportunity to do so; (2) To provide through a modest life membership fee of \$50 an ever growing Endowment Fund for the Rollins College Library.

Membership in this Club guarantees that every year so long as a member lives—as long as his children live and so on into the centuries—some book will be purchased in the member's name and placed in the College Library. Each book will bear on the inside front cover a printed label stating that this particular book was purchased by the income from this particular member. The membership fee of \$50 is to be deposited in a special Trust Fund, only the income from which will be spent. Each fee of \$50, at 5 per cent interest, will earn annually \$2.50 which will purchase at least one book for the library.

In a previous issue it was stated, by mistake, that the membership fee was \$5 instead of \$50.

THE NEW YORK Public Library has an exhibition of material relating to John Peter Zenger, New York printer, his trial for libel in 1735, and the events during the administration of Governor Cosby which led up to it. The exhibition opened October 3 in the small exhibition room (number 112) on the first floor of the Central Building and will remain on view through the month of November.

# From The Library Schools

## Toronto

THE LIBRARY School of the University of Toronto is this year offering in its second semester new courses in Cataloging and Bibliography. The course in Cataloging is a continuation of the regular course. It is open to students who are expecting to enter a University library or a large public library and will enable them to pursue a further course of study in cataloging problems and bibliographical aids. The course in Bibliography supplements the lectures given in connection with the Reference work.

A new appointment to the Staff is Mr. F. C. Jennings, B.A., Inspector of Public Libraries for Ontario, who is undertaking in the first semester, a course of lectures in Administration emphasizing more particularly the problems which arise in the small library, library legislation and provincial relations, municipal government and finance as they affect library affairs, and secretarial work and accounts. Miss Frances Trotter, B.A., of the Boys and Girls Division, Public Library, Toronto, has been appointed Instructor in Story-Telling.

Of the forty-four students which registered on September 26, for the 1933-34 session, thirteen are specializing in Boys and Girls work under Miss Lillian H. Smith and Miss Frances Trotter. The placement of the graduates of the 1933 class has been more difficult this year. At the same time it is gratifying to report that over half the class have obtained positions. Eight are in University libraries, four in Boys and Girls work, four have positions in medium-sized libraries as Circulation assistants, one is in charge of a Normal School library, four are in Circulation work and three in Reference work in large public libraries. Of these, four returned to positions which had been held for them, while they were attending the Library School.

## Simmons

THE SIMMONS College year opened September 18 under the leadership of the new President, Dr. Bancroft Beatley, who is to be inaugurated on November 1 in Symphony Hall, Boston. The Library School registration contains forty-six Seniors and twenty-one graduates of other colleges. Bates, Boston University, Connecticut College, State University of Iowa, Middlebury, Mount Holyoke, University of New Hampshire, Pomona, Radcliffe, Susquehanna University, Swarthmore, University of Toronto, Vassar, University of Vermont, Wellesley, and Wheaton

are the colleges represented by undergraduate degrees; those represented by advanced degrees or graduate work are Cornell University, the Sorbonne at Paris, and the University of Vermont. The instructing staff remains the same as it was last year.

## Western Reserve

THE THIRTIETH year opened September 19th with forty-five full time students, 25 per cent less than the enrollment in 1932-33. Thirty-two students are residents of Ohio, thirteen of whom are from Cleveland and vicinity, four are from California, four from Iowa, two from Nebraska, two from New York, and one from Michigan. Six men are enrolled. The group following the specialized curriculum in Library Service for Children consists of thirteen students. Two students among the additional part-time students are completing their work in the advanced curriculum in Library Service for Children, and six others who are graduates of this and other one-year library schools are taking advanced courses. Smaller enrollment has brought with it some contraction of quarters, but the School remains housed in the same building. There are no changes in the full time faculty. Reports of placement of the class of 1932 show nearly 40 per cent in library positions, a few in sub-professional grades. Local influences have played a large part in recent appointments, almost all graduates placed are working in their home towns or in the immediate vicinity. The School has played comparatively little part in recent placement.

## Pittsburgh

ON SEPTEMBER 18, the School began its thirty-third year with an enrollment limited to 21 students, chosen from a group of over seventy applicants. An analysis of the registration gives the following information: there are fifteen college graduates, five academic library students, all of whom will receive their degrees this year, and one special student. The students have come from Connecticut, Illinois, Iowa, New York, Ohio, and Pennsylvania. The residents of Allegheny County number eight only one of whom lives in Pittsburgh.

It is of interest that two students in the course in Library Work with Children are recipients of scholarships; one holding the Eliza H. Wilcox Fellowship for Advanced Study, from Lake Erie College, and the other having been granted the Caroline M. Hewins Scholarship.

# Library Organizations

## Pacific Northwest Library Association

THE PACIFIC NORTHWEST Library Association, comprising the states of Idaho, Montana, Oregon, Utah, Washington, and the Province of British Columbia, held its twenty-fourth annual conference in Victoria, B. C., May 29-31. The delightful hospitality, the charm of the city with its shops and its gardens—a bit of England in the New World,—assured the good attendance at this, the second meeting to be held in Victoria.

Miss Harriet C. Long, president, called the first general session Monday morning. After greetings were extended by Miss Margaret Clay, librarian of the Victoria Public Library, Miss Long, in the opening address entitled "Holding the Line," outlined the situation in which libraries and librarians found themselves in the face of an unprecedented demand upon their energies and their resources. After the reports of standing committees, Miss Helen Stewart, Director of the Carnegie Demonstration, New Westminster, B. C., spoke about "The Dramatic Moment?" The afternoon was given over to Section Round Tables. A.L.A. Rules Revision, Cataloging for the Plain Man and a Question Box for Large and for Small Libraries occupied the Catalog Section. The Lending Section was mainly concerned with Depression Economies.

After a visit to the Provincial Library Archives where many treasured volumes and manuscripts on the Pacific Northwest were exhibited, the members and their guests gathered for the Conference Dinner in the Ball Room of the Empress Hotel. Dr. Hunter, Aldermanic representative on the Library Board of Victoria presided. After drinking (in water!) the toast to the King, official welcome was extended by the Honorable S. F. Tolmie, Premier of British Columbia, and by His Worship the Mayor of Victoria. The assembly enjoyed greatly the address of the evening by Mr. Justice M. A. McDonald, Court of Appeal, British Columbia, on the "Pacific Bowl," its problems, its cross currents of interests, and particularly its Manchurian question.

Tuesday morning was very full with two sets of section meetings. At 9:00 the Round Table for Small Libraries under Miss Claire Angel's guidance discussed new books, and the question of binding and filing magazines. Under Miss Helen Johns' guidance the College Section learned about Oregon's experience with a unified library for six institutions and discussed the essentials of college library service and how they may be maintained on a reduced budget.

At 10:30 Miss Ruth Price, chairman of the Section on Work with Children and Schools had a program including a summary of the School Library Situation in Washington, a discussion of School Library Problems, Recent Books, The New Winnetka List, and the Plan to send Travelling Collections to Small Libraries that the Books may be seen before Purchase. Short cuts and economies were also considered and Mrs. Bellinger spoke on a "Librarian in Paradise" (Hawaiian Islands). Miss Clara Van Sant's section, Reference, had reports on Reference Work in the Oregon State Library and on Legislative Reference work in British Columbia, a discussion of Radio and Reference experience in Vancouver, B. C., and questions and answers in Business and Engineering.

Following the luncheons at which each state or provincial group held its business meeting, Mr. Stephen F. Chadwick, Seattle attorney, spoke on the "Place of the Library in the Community." Professor Angus of the University of British Columbia spoke on "What Libraries should do for the Economically Minded."

At the session Tuesday evening, Mr. John Hosie, Provincial Librarian and Archivist, gave an illustrated lecture on the Archives of British Columbia, giving an excellent idea of the contents and treasures of the Provincial Library. Mrs. Nellie McClung spoke on Canadian Prose and Mrs. Jamieson (Edna Jacques) on Canadian Poetry.

The last gathering of the Conference, in addition to the usual business meeting, provided a most interesting debate on the undebatable question "Resolved that the service given by libraries should show curtailment proportionate to reduced funds." Offered during the debate was this:

### "Platform for Libraries"

In a democracy the welfare of the state depends upon the diffusion of knowledge.

Books are the fundamental tools in education and the only complete storehouses of knowledge.

It follows therefore that if the state is to promote and protect its own welfare it must make library service easily available to all its citizens.

The conference chose as its officers for the coming year: President, Miss Mabel Zoe Wilson, Library, State Normal School, Bellingham, Washington; First Vice-President, Miss Marion C. Orr, Public Library, Idaho Falls, Idaho; Second Vice-President, Miss Hazel King, Public Library, Victoria, B. C.; Secretary, Miss Kate Firmin, Public Library, Seattle, Washington; Treasurer, Mr. M. H. Douglass, University of Oregon Library, Eugene, Oregon.

—MARGUERITE E. PUTNAM, Secretary.

## Wyoming Library Association

THE WYOMING Library Association held its fourth annual meeting in Cheyenne on September 11 and 12. It was voted to hold the meetings at this time each year. Mr. Malcolm Wyer, Librarian of the Denver Public Library and Director of the Library School of the University of Denver was the principal speaker at the banquet. The next meeting will be held at Laramie.

The officers for 1932 and 33 were re-elected: President, Nina M. K. Moran, librarian, Big Horn County; Vice-President, Mrs. K. H. Joslin, librarian, Sweetwater County; Treasurer, Mrs. Millie Stewart, librarian, Albany County; Secretary, Else Wiggenhorn, librarian, Park County.

—ELSE WIGGENHORN, *Secretary*.

## Maine Library Association

THE MAINE Library Association held its sessions in Brunswick, Maine, September 14-15 with the Capt. John Curtis Memorial Library as host.

At the opening banquet held at the Eagle Hotel the librarians were graciously and wittily welcomed by Mr. Thomas H. Riley, Milton D. Lord, Director of the Boston Public Library spoke entertainingly on the subject "Changing Fashions in Book Titles." Dean Kenneth C. M. Sills of Bowdoin College gave an address on reading habits which contained many pertinent thoughts for librarians and educators. The features of the morning session was the story telling by Mr. and Mrs. John Cronan of Boston and Deer Isle, and a survey of the new books by Charles E. Campbell of Portland. Miss E. Louise Jones, Library Adviser in the Massachusetts Department of Education, lead the Round Table at which she conducted discussion on several problems presented by the librarians, and gave much valuable advice. Miss Adelaide Pearson of Bluehill who has made a motor and airplane trip through Mexico told of the relics of a former civilization she saw there, and exhibited slides to illustrate her talk. At the end of the afternoon all were invited to the beautiful old home of Miss Mary Gilman, the Brunswick librarian, where tea was served. The evening meeting was a very satisfactory climax to a series of inspiring sessions. The Jenny Lind Singers of Brunswick supplied music which was much appreciated. The speaker of the evening was Dr. William Trufant Foster, Director of the Pollak Foundation for Economic Research.

—E. FRANCES ABBOTT, *Secretary*.

## In The Field Of Bibliography

ALCOHOL, Power. (A partial list of references.) Comp. by D. W. Graf. Wash., D. C.: Bureau of Agricultural Engineering, U. S. Dept. of Agriculture, 1933. 29 p. Mimeographed. Apply.

AMERICAN literature, Doctoral dissertations in. Comp. by E. E. Leisy and J. B. Hubbell. Durham, N. C.: Duke Univ. Pr., 1933. 419-465 p. 50¢.

Reprinted from *American literature*, v. 4, no. 4, Jan., 1933. ARMS, munitions, and implements of war, Traffic in ... and control of their manufacture; select list ... Comp. by M. A. Matthews. Wash., D. C.: Carnegie Endowment for International Peace Library, April 6, 1933. 22 p.

Reading list, no. 34.

THE ARTHURIAN legend; a check list of books in the Newberry Library. Comp. by J. D. Harding. Chicago: Newberry Library, 1933. bds. 120 p.

BACON's publicity manual. 608 S. Dearborn St., Chicago: R. H. Bacon & Co., 1933. cl. 88 p. \$3.

Classified lists of periodicals; advertising information.

BIBLIOGRAPHIE, Internationaler Jahresbericht der. The year's work in bibliography ... Hrsg. von J. Vorstius. Jahrg. 3, 1932. Leipzig: Harrassowitz, 1933. pap. vii, 64 p. 5.—

BIOGRAPHIES, Historical, for junior and senior high school, universities and colleges; a bibliography. By N. O. Ireland. Philadelphia: McKinley, 1933. pap. 108 p. \$1.

Classification: Ancient, Medieval, Modern, American; subdivisions. Author, title, and subject index.

BIOGRAPHY in collections suitable for junior and senior high schools, by Hannah Logasa. New York: Wilson, 1933. 112 p. 90¢.

BLISS, Philip (1787-1857), editor and bibliographer. By Strickland Gibson and C. J. Hindle. Oxford: Univ. Pr., 1933. pap. 177-260 p. 10s, through members.

Oxford Bibliographical Society *Proceedings & papers*, v. III, pt. II, 1932.

BOLIVAR, Simón, Bibliography of the liberator ... (Wash., D. C.: Columbus Memorial Library, Pan American Union, 1933.) pap. 107 p.

Text in English and Spanish.

BOOK TRADE bibliographies in the Nashville libraries. (Comp. by P. M. Polk. Nashville, Tenn., 1933. 11 f. Mimeographed.)

BOTANY, Bibliography of Ohio ... Comp. by E. M. Miller. Columbus, O.: Ohio State Univ. Pr., 1932. 1 p.l., 283-376 p. \$1.

Ohio Biological Survey *Bulletin* no. 27, v. 4, no. 4. Caption title: Bibliography of Ohio botany, 1755-1931.

BUSINESS facts and figures, Guides to ... An indexed and descriptive list emphasizing the less known business reference sources ... New York: Special Libraries Association, 1933. pap. v, 49 p. \$1.50.

Author and title, and subject indexes.

CANADIAN catalogue of books published in Canada, about Canada, as well as those written by Canadians, with imprint of 1932 ... Toronto, Can.: Public Library, 1933. pap. 39 p. 50¢.

Publications, no. 11. Annual since 1921/22. No. 8, o.p.

CHAUCEr: a bibliographical manual. Comp. by E. P. Hammond. New York: Peter Smith, 1933, cop. 1908. cl. 579 p. \$4.

CUBA belles-lettres, A bibliography of ... (Comp. by J. D. M. Ford and M. I. Raphael. Cambridge, Mass.: Harvard Univ. Pr., 1933. pap. 214 p. \$1.50.)

DEPRESSION, Social aspects of the ... New York: Russell Sage Foundation, 1933. 4 p. 10¢.

Bulletin, no. 119.

Prepared by Karl Brown, of The New York Public Library.



# Among Librarians

## Appointments

EUNICE ALEXANDER, Louisiana '33, is now teacher-librarian of the Picayune, Miss., High School.

GERTRUDE BEIERLEIN, Drexel '31, has been appointed librarian of the Central High School, Fort Wayne, Ind.

RUTH E. BLECKWELL, Drexel '32, is now cataloger in the Yale Divinity School Library, New Haven, Conn.

SISTER M. BORROMEO, Drexel '33, has been appointed librarian of the Mater Misericordiae High School Library, Merion, Pa.

CLAUDE M. BROOKS, Louisiana '33, is now teacher-librarian of the Wisner, La., High School.

NOELLE CORBIN, Washington '32, is now an assistant in the Wenatchee, Wash., Public Library.

LENA DALTON, Louisiana '33, is now librarian of the Gretna, La., High School.

KATHLEEN FLETCHER, Louisiana '33, has been appointed teacher-librarian of the Gibson, La., High School.

MARCELLE FOOTE, Western Reserve '33, has been appointed librarian of the Albion, Ind., Public Library.

CLARA GRIFFON, Louisiana '33, has accepted the position of librarian at the Deridder, La., High School.

CORDELIA GULLEDGE, Western Reserve '33, is now teacher-librarian at the Elementary School, Verbena, Alabama.

WILMA HAFENBRAK, Western Reserve '32, is now an assistant at the Kent State Teachers College Library, Kent, Ohio.

LUCILLE HALL, Western Reserve '33, has been appointed librarian of the Junior High School, Fairmont, West Va.

KATHERINE E. HAWKINS, Drexel '32, is now librarian of the Collingdale, Pa., High School.

MIRIAM HOLE, Western Reserve '32, has been appointed librarian of the Ottawa High School, Ottawa, Ill.

MARTHA JOHNSON, Pratt '24, formerly assistant librarian of the Monmouth County, N. J., Library, has been appointed librarian of the Spring Lake, N. J., Public Library.

ROSE MARIE KERSEY, Illinois '32, has recently accepted the position of librarian of the Elizabeth Ross Memorial Library, Mt. Beulah College, Edwards, Miss.

HAZEL F. KING, Drexel '27, is now a cataloger in the Montclair, N. J., Public Library.

ANNA LEHLBACH, New Jersey '32, has been appointed assistant in the Board of Education Library, Newark.

MAURINE LINVILLE, Western Reserve '33, has been appointed librarian of the Ohio Soldiers' and Sailors' Orphans' Home, Xenia, Ohio.

DOROTHY GWENDOLYN LLOYD, Illinois '33, is now teacher-librarian at the Dixie County High School, Cross City, Florida.

JANIE LONG, Louisiana '33, has been appointed librarian of the Slidell, La., High School.

JEAN MCCUSKEY, Western Reserve '32, is now an assistant librarian of the Canton, Ohio, Public Library.

SARA E. MACPHERSON, New Jersey '31, resigned her position as reviser in the Library School of New Jersey College for Women in June. She entered upon her duties as assistant to the Dean of Women, State Teachers' College, Mansfield, Pa., in September.

ELIZABETH MARSHALL, Western Reserve '32, is an assistant in the Shaw High School Library, East Cleveland, Ohio.

HELEN MATHEWS, Western Reserve '33, is now branch librarian, Lucas County Library, Maumee, Ohio.

RUTH MILLS, Western Reserve '31, has been appointed reference librarian of the Library Extension Division of the Illinois State Library, Springfield, Ill.

MILDRED MOBLEY, Louisiana '33, has been appointed librarian of the Byrd High School, Shreveport, La.

W. D. POSTELL, Louisiana '33, has been appointed librarian of the Sabine Parish Library, Many, La.

LUCILE PUGH, Louisiana '33, is now teacher-librarian of the Independence, La., High School.

JEANETTE REISSER, Western Reserve '33, is librarian at the Fernway School, Shaker Heights, Ohio.

MARY RUSHFORTH, Western Reserve '33, has been appointed librarian at the Junior High School in Yonkers, N. Y.

P. LUCILLE SHAW, Simmons '33, has accepted the position of librarian of the Gadsden County High School Library, Quincy, Fla.

DOROTHEA SHORT, Pratt '30, formerly of the staff of the Seward Park Branch of the New York Public Library, has been appointed librarian of the Gresham, Oregon, High School.

BERNICE SNELL, Louisiana '33, has been appointed teacher-librarian of the Cotton Valley, La., High School.

MARGARET TUCKER, Western Reserve '33, is now librarian at North High School, Akron, Ohio.

## The Calendar Of Events

- November 1-3—Nebraska Library Association, annual meeting at Lincoln, Neb.
- November 2-3—New Mexico Library Association, annual meeting at Albuquerque, N. M.
- November 2-4—Georgia Library Association, biennial meeting (postponed from May) at Georgian Hotel, Athens, Ga.
- November 8-10—South Dakota Library Association, annual meeting in Yankton, S. D.
- November 10-11—Kentucky Library Association, annual meeting at the Eastern Kentucky State Teachers College at Richmond, Ky.
- November 16-17—Mississippi Library Association, annual meeting at Jackson, Miss.
- December 7-9—Indiana Library Association, joint meeting with Indiana Library Trustees Association and Indiana Historical Association at Indianapolis.

## Librarian Wanted

THE UNITED STATES CIVIL SERVICE COMMISSION announces an open competitive examination for the position of Junior Librarian (Penal and Correctional Institutions), \$2,000 a year, to be held at any of the places listed below. Applications must be on file with the U. S. Civil Service Commission at Washington, D. C., not later than November 2, 1933. Vacancies in this position and in positions requiring similar qualifications will be filled from this examination, unless it is found in the interest of the service to fill any vacancy by reinstatement, transfer, or promotion. The salary named above is subject to a deduction of not to exceed 15 per cent during the fiscal year ending June 30, 1934, as a measure of economy, and to a deduction of 3½ per cent toward a retirement annuity.

Places of Employment.—United States penal and correctional institutions are located at Atlanta, Ga.; Leavenworth, Kans.; New Orleans, La.; Milan, Mich.; Springfield, Mo.; New York, N. Y.; Chillicothe, Ohio; El Reno, Okla.; Lewisburg, Pa.; La Tuna, Texas; Fort Eustis, Va.; Petersburg, Va.; McNeil Island, Wash.; Alderson, W. Va.

Duties.—To perform the duties of librarian of a Federal penal and correctional institution, e.g., through

personal contact with inmates to stimulate and encourage reading for purposes of education and rehabilitation as well as recreation; to aid in the selection of books and other material needed to maintain an adequate collection of standard and current literature for use of adult inmates and staff; to make the collection available through the necessary indexes and catalogs; and to perform related work as required.

Qualifications desired.—Eligibles are desired who have the personality to deal easily with and gain the confidence of the type of men found in penal institutions, a knowledge of a wide range of general literature, the ability to fit the book to the reader, and a good knowledge of the routine processes in a library. The only positions for which there are prospective openings are positions for which men will be required.

## Ex-Governor Hunt Library

FORMER GOVERNOR George W. P. Hunt has presented to the University of Arizona Library his library of pamphlets and newspaper clippings covering his political career in Arizona from 1910-1932. The material is mounted, is arranged chronologically, and fills sixty-seven stout loose-leaf volumes. In some cases when the quantity of material warranted it, one or more volumes are devoted to a subject. There are eight volumes on the Colorado River Controversy and one or more on such topics as workmen's compensation, prison reform, and local history. The series furnishes an unusual record of the political fortunes of the youngest state in the union since the record begins prior to statehood and is a continuous one to 1932. The unusual continuity and completeness of the file is due to the fact that Hunt was governor of Arizona seven times and whether in or out of office played a major part in so many aspects of the state's growth and development. The collection will furnish important material for the future students of Arizona politics and history, as well as for future biographers of the former governor.

## Classified Advertisements

30¢ per line—minimum charge \$1

### For Sale

Original volume *Union List of Serials*, brand new, \$30. Wesleyan University Library, Middletown, Conn.

### Wanted

Second-hand, fifteen-tray, card catalog cabinet, sectional cabinet preferred. State make, condition and price. Marion College Library, Marion College, Marion, Indiana.

Quote price on file, 1923 to date, of *Quarterly Cumulative Index Medicus* (before 1927, known as *Index Medicus*). Guy R. Lyle, Library of Antioch College, Yellow Springs, Ohio.

### For Sale

*Book Review Digest*, 1929, 1930, 1931, 1932. Marked. Librarian, Trinity High School, Lathrop and Division Sts., River Forest, Illinois.

### Position Wanted

Competent college-trained librarian. Ten years' experience in large public libraries and in charge of branches. E17.

Normal and library school graduate with six years' experience in public, college and county library work desires change. Available January 1. E18.

# Children's Librarians' Notebook

THOMAS ALVA EDISON, THE YOUTH AND HIS TIMES. By W. E. Wise. *Rand McNally*. \$2.

Incidents of Edison's life from his birth to his first successful invention have here been woven into a connected narrative. The background of village life, travel and industrial development from 1840 to 1870 is an integral part of the story, and the illustrations are taken from periodicals of that time. Many of the anecdotes can be found in other biographies of the great inventor but the vivid and direct style in which this author presents the material will make it interesting to young readers who might grow impatient over a more detailed and complete study. A list of the "bright boy" questions compiled by Edison is at the back of the book.

—LOUISE HETHERINGTON.

THE HURDY-GURDY MAN. By Margery Williams Bianco. Illus. by Robert Lawson. *Oxford*. 75¢.

The infectious music of the hurdy-gurdy man on a spring morning changes the people of a smug and surly little town into gay dancers and jolly picnickers. The story is delightfully told and we are especially glad to have this tale of the hurdy-gurdy man who is passing into oblivion in so many of our towns. The illustrations by Robert Lawson are in his best vein, humorous and finely drawn.

—EMMA L. BROCK.

SNIPP, SNAPP, SNURR, THE MAGIC HORSE AND THE GINGERBREAD. By Maj. Lindman. *Junior Literary Guild and Whitman*. \$1.

Here are two more adventures of Snipp, Snapp and Snurr of the wooden shoes. In the first one the three boys rock away on an obliging dapple-gray rocking-horse to candy land, where marshmallows roof caramel candy castles and where trees blossom with sugar plums. A fountain that gushes forth pink lemonade and a little princess complete the joys of the visit. In the second tale the three boys, in an accident which would ordinarily be considered serious, became gingerbread boys and careen through the town causing consternation everywhere. A princess invites them to her castle, provides food and stories and returns them in a golden coach to their home. Mother and a big scrubbing brush restore them to their original state. The pictures are simple and colorful and there is a real childlike humor in them. The book will furnish repeated entertainment for little children.

—EMMA L. BROCK.

A STEAM SHOVEL FOR ME! By Vera Edlstat. Illus. by Emanuele Romano. *Stokes*. \$1.50.

The drama of steam and the romance of the steam shovel are told as if by a child in this most worth while book. Any child who likes to watch the rattling pot covers on a stove or the mammoth jaws of the trench digger will find the book fascinating. The story is simply told in a free modern way that seems to suggest the power of steam. The drawings are modernistic in style and comprehensible except to the smallest children. The book is a fine contribution, uniting as it does the practical uses of steam with the poetry of power and work and machines.

—EMMA L. BROCK.

MISCHIEF IN MAYFIELD. By Peggy Bacon. *Harcourt*. \$1.75.

Six realistic stories giving further adventures of the Avon children who live in the village of Mayfield. First is "The Peddler's Pet," a continuation of "The Terrible Nuisance" story. The old gentleman next door who writes so many "thick wise books" was finally won over by Chug, the Avon puppy. Now he owns a small brown slippery puppy named Buffer who stirs up plenty of trouble. Other stories are the "Gold Stars," "The Hated Cousin," "The Jolly Club Hunt," "Mischief in Mayfield and the Magic Rabbit." The illustrations all in black and white are quite in the Peggy Bacon style. It is a book that will be enjoyed by many children who like short stories of children their own age. Most of the stories appeared in the *Delineator*.

—ALICE E. BROWN.

THE LAST OF THE THUNDERING HERD. By Bigelow Neal. *Sears and Junior Literary Guild*. \$2.50.

The buffalo of the plains has waited long for his story to be written. The glorious freedom of his life before the white man came and his ignoble end are shown in the story of Ta-na-ha, one of the last of his race. The story has no definite plot but is written like biography, starting with the earliest moments of Ta-na-ha as a helpless calf and graphically picturing the important events of his life, among them the viewing of Custer's tragic and foolhardy last battle. The book contains a great deal of interesting Indian lore, showing their utter dependence on the buffalo; also the ruthlessness of the white man in regard to both as shown in the early history of the Western Plains. Boys may have to be introduced to the book but they will continue their reading with interest.

—HELEN NEIGHBORS.

WHEN I WAS A GIRL IN AUSTRALIA. By Lorna M. Ryan. *Lothrop*. \$1.25.

"I shall always remember the first fishing line I ever had and the day my little brother made it for me," Lorna Ryan begins the story of her childhood in Australia. She shares with her young readers all things of interest to them, her home life, play, school, vacations, visits, holidays. Her description of Sydney and the Bay, sights seen in Australia, the flowers, plants, animals, are fraught with beauty. Her recording facts, which she heard and learned from the people of the Bush, the natives and the stories that have been told her, make her write of the Bush and the cliff, "But how beautiful my world seemed! In the Bush there were always new things to find." This latest addition to the Children of Other Lands Books is a worthy companion to the other titles in the series.

—NORA CRIMMINS.

THE GYPSY AND THE BEAR. By Lucia M. Borski and Kate B. Miller. Illus. by James Reid. *Longmans*. \$1.75.

In the foreword to this second volume of folk tales by Mrs. Borski, Eric Kelly vouches for the truly Polish spirit of the stories and for the unmistakable Polish traits of the characters, human and animal. The stories are dramatically told and with delectable humor. It is plain to see that they are written by story tellers and the reader can feel the breathless interest of the children listening and hear the shouts of laughter at the unexpected happenings. The book will add wealth to the story hour. The strong and interesting illustrations are always satisfying and are altogether in sympathy with the drama and humor of the stories. The end sheets are especially amusing.

—EMMA L. BROCK.

THE STARLIT JOURNEY. By Pamela Bianco. Illus. by the author. *Macmillan*. \$1.25.

A fanciful tale of a little princess about to start on her betrothal journey, beautifully written and imbued with the atmosphere of renaissance Italy. The drawings are done with the artists usual delicacy and with the feeling of the Italian primitives.

—EMMA L. BROCK.

RHYMES ABOUT OURSELVES. By Marchette G. Chute. *Macmillan*. \$1.25.

Jolly silhouettes decorate this book of child-like verse on such everyday subjects as Merry-go-round, My Dog, Birthdays, Thinking, and Fairies. If the inspiration behind the poems is derived largely from A. A. Milne, it does not greatly matter. The verse is light and charming and gay.

—CLARA E. BREED.

THE DESERT ISLAND ADVENTURE BOOK. Edited by John Grove. *Macmillan*. \$1.90.

These selections from original diaries and records of survivors combine the romance and adventure of seafaring life with the horror and hopelessness of shipwrecks, open boats and desert islands. The editor has chosen the stories of twelve castaways and although their experiences are separated as to time and place there is an underlying similarity in the common experiences of cold, hunger and the frenzied hope of rescue.

—LOUISE HETHERINGTON.

WHO'S WHO IN THE ZOO. By S. B. Morton. Illus. by Cecil Aldin. *Houghton*. \$2.

The beautiful drawings of zoo characters by Cecil Aldin are the worth while part of this book. They are done with an accuracy that makes them authentic studies and with a humor that makes them delightful entertainment. There are more than a hundred of them, in color and in black and white, and they range in variety from snails and crocodiles to baby koodoos. The nonsense rhymes are many of them indifferently humorous and less than half of them are of the sort that children could appreciate. Some of them are too English in subject to cause American laughter and only a few of them are spontaneously funny.

—EMMA L. BROCK.

MICHAEL AND PATSY ON THE GOLF LINKS. By Dorothy and Margaret Bryan. *Double-day*. 75¢.

Again Michael appears to entertain the very little children and brings with him Patsy who is feminine and delightful. One does wonder how much the details and phrases of the golf links will mean to the average pre-school child. The book cannot be so generally appealing as *Michael Who Missed His Train*, which demands no unusual information on the part of the child. The drawings of the dogs are completely doglike, humorous and endearing.

—EMMA L. BROCK.

MODERN MERCURIES. By Lloyd George and James Gilman. Illus. by John D. Whiting. *McBride*. \$3.

The various methods men have worked out for themselves to send messages to one another are here traced. From the blanket signal of the Indian, the drum alarm of African tribes to our present telegraph, television and air mail progress has meant constant work. The book gathers together much information that has been scattered. It is useful for reference as well as reading. It has an index and a bibliography arranged according to chapter subjects. In appearance it is good looking. Boys from twelve to sixteen will welcome it.

—ISABEL McLAUGHLIN.



**TOLD UNDER THE BLUE UMBRELLA.** New Stories for New Children. Selected by Literature Committee of the Association of Childhood Education. Illustrated by Marguerite Davis. *Macmillan* \$2.

This is a fine collection of modern realistic stories for children from 2 to 8 years of age and should be of value to librarians. Many of the new favorites are here: Pelle's new suit, Angus and the ducks, the Poppy seed cakes, Wee Ann spends a penny. Some near-realistic stories have been included, as the purely realistic field is limited, and so we have a few talking goats and geese to add spice to the realism.

—EMMA L. BROCK.

**STREET OF LITTLE SHOPS.** By Margery Williams Bianco. *Doubleday*. \$1.50.

Seven quaint stories about small-town characters; Mr. A and Mr. P; the Haughty Baker's Daughter; Mr. Muddle with his Large Heart; the Sadler's Horse and the Wooden Indian; Mr. Porium and his sad family affairs; Poor Mr. Fingle; and Miss Minnegan the milliner, who made hats for horses. The illustrations by Grace Paull are well done, and the stories themselves, though slight, will please children in the lower grades of school, whether they are read or are told in story hour.

—MARIE L. KOEGER.

**THE FOUR YOUNG KENDALLS.** By E. White. *Houghton*. \$2.

The four delightfully normal Kendall children must adjust themselves to a new but understanding stepmother. Each individual personality makes this story an interesting picture of natural family relations. Children of nine will enjoy making the Kendalls their friends.

—ALICE E. BROWN.

**RIKA.** By Adèle De Leeuw. *Macmillan*. \$2.

Quite satisfying, quite wholesome is this book of Java. It has many elements to be found in an authentic book of travel, but the Dutch girl, Rika, has no prosaic Baedeker guide-book experiences. With a cultured uncle at her elbow, she learns how to travel, how to recognize values, how to meet people. There is nothing dull about her adventures. She has a somewhat fantastic and terrifying excursion to the crater of a volcano, an encounter with a native magician, an evening at a Wayangorag performance in which dancing girls, villains and heroes act stories handed down through the ages, and in quieter moments she listens to legends charmingly retold by a native Javanese girl. Young girl readers will be delighted to know that Rika's friends include a handsome young officer. One would like to see Adèle de Leeuw in print again. Pictures by Cateau de Leeuw.

—ELEANOR HERRMANN.

**THE GOLDFISH UNDER THE ICE.** By Christopher Morley. Illus. by Kurt Wiese. *Doubleday*. \$1.

Frisky, a one-year-old lovable mongrel, "made of a lot of white wool with brown patches" with his characteristic energy and sociableness tries to bring a little cheer to the goldfish under the ice at Gissing Pond one cold Christmas Eve. Mr. Morley says this story was written to console Frisky for not being in *I Know A Secret*, and it is with the same delightful charm of those stories that Frisky's strange misadventure is related. Mr. Wiese's black and white drawings are amusing and quite adequate. A story to read aloud for the whole family. Was first published in the *McCall's Magazine* in 1928.

—HELEN NEIGHBORS.

**MY INDIAN BOYHOOD.** By Chief Standing Bear. *Houghton*. \$1.75.

The author, a Chief of the Sioux Indians, tells of his youth and of the customs and legends of his people. The narrative has for a background the period when white men were beginning to enter the part of the country occupied by this tribe, and before the buffaloes had disappeared from the plains. Kindness, simplicity, and sincerity are brought out as dominant characteristics of the Indians, both in their consideration for their and treatment of animals. Not unlike *Chief Buffalo Long Lance* but for younger children.

—LOUISE HETHERINGTON.

**CRICKET AND THE EMPEROR'S SON.** By Elizabeth Coatsworth. Illus. by Weda Yap. *Macmillan*. \$2.

The tales appear as the magic scroll unrolls and are read by Cricket the apprentice boy to the sick son of the emperor. The prince is happily cured of his ills and Cricket is raised to the height of "a noble of the third rank." The stories are beautifully written with Oriental feeling and atmosphere. They are not from legends of the countries, but are impressions of China and Japan from an Oriental viewpoint. The titles of the tales are as fascinating as the tales themselves, "The Deer Boy," "Spring Breeze," "The Little Horse From Nowhere." The illustrations by Weda Yap add to the atmosphere of the stories.

—EMMA L. BROCK.

**THE MULE OF THE PARTHENON.** By Ethel Parton. *Doubleday*. \$2.

The author of *Melissa Ann* has given us this useful and delightful book to make Ancient Greece live again for twelve year old boys and girls. Here are twelve stories original and interesting based on history or historic tradition. Recommended for fifth and sixth grade.

—ALICE E. BROWN.

NATHAN HALE. By Jane Darrow. *Century*. \$2.

A biography which is based on source material and written with care and discrimination, but one which records a career too "brief and uneventful" to hold a child's interest through 233 pages. The book covers the young hero's life from his entrance at Yale University to the time of his death as a spy.

—LOUISE HETHERINGTON.

WITH MIKKO THROUGH FINLAND. By Bess S. Byrne. *McBride*. \$2.50.

The author's main purpose in this book seems to be to acquaint American children with life in Finland and to interest them in their far-away Finnish cousins. This has been accomplished very successfully and interestingly by describing the journey of Urho and Kerttu, a brother and sister, with Mikko the pedlar to the far north to join their father who is building a new home for them and their mother. The children visit many places of historical and industrial interest, travel by many methods, through heat and snow, on rivers, through locks, among forests, and they learn a great deal of the habits and lives of the Finns of other districts than their own. Many exciting adventures and experiences come to them, and these form the basis of the story interest. The illustrations by Lempi Ostman convey very well the idea of a rather cold and gloomy land, the land of Wäinämöinen.

—FAITH L. ALLEN.

A LITTLE LOST SHEPHERD. By Helen Hill and Violet Maxwell. *Macmillan*. \$2.

The story of a little boy whose home is in an isolated bergerie or family community of southern France. The description of the little shepherd lad's life at home, and of his wanderings in a world strange and new to him, make a simple but very realistic story for the child of nine or ten. The authors know the country and people about which they write.

—LOUISE HETHERINGTON.

'WINKS, HIS BOOK. By Dorothy Cottrell. Illus. by Paul Bransom. *Houghton*. \$1.50.

An Australian terrier even of the bluest blood must have something to do so 'Winks found it at Grey Farm in Australia. Someone in the family was always saying therefore "Winks, stop digging up that bush," or, "Winks, take that dreadful bone away." But equally something to do did 'Winks find preventing Old Bolshy from wrecking the train, and frightening away chicken thieves and house burglars. Whereupon 'Winks was taken to the bosom of the family. Dorothy Cottrell breathes into these slight episodes something of the atmosphere of the Australian countryside just as she did in *Singing Gold*.

—ISABEL McLAUGHLIN.

RUDI OF THE TOLL GATE. By Helen Hill and Violet Maxwell. Illus. by the authors. *Macmillan*. \$1.75.

"The story of a boy who lives today in the tower of an old town in Germany." The town with its five gates and "over each a tower" is a charming survival of the Middle Ages, and while the story is laid in the present time, there is the delightful flavor of the past which one finds in these old towns of Europe. Rudi was "six years old, going on seven" and we see him playing with his friends in the city streets, going to market, feeding Herr Schlegel's pigs, going to school with Marie Liese and helping Gottlieb, the toy maker, whose toys all sang songs when you played with them. And most exciting of all, Rudi found a secret room in the tower and in it a quaint doll house three hundred years old, with a stork's nest in the chimney and real porcelain stove in the parlor. The pictures done from woodcuts by the author are delightful and just right for the book.

—EMMA BROCK.

OLA. By Ingri D'Aulaire and Edgar Parin. *Doubleday*. \$2.

Ola, in Norway, sets out on his ski in search of strange adventures, arrives at a neighboring village in time for a wedding feast, joins a peddler and with him visits Lapland to fish in the Arctic Ocean, and returns home with a supply of fish and cod liver oil. The illustrations for this story are eloquent. The pictures fairly dance with a gay spirit of fun and play, their mood is a child's mood, their subject matter is distinctly that of Norway. The text, though it is subordinate in interest, is written with the refinement and ease of a folk tale. The result is a happy book, done with exceptional artistry and vividness. *Ola* is unquestionably well above and beyond the average picture book in content, quality and workmanship.

—ELEANOR HERRMANN.

PYXIE. By Ethel Calvert Phillips. Illustrated by Maginel Wright Barney. *Houghton*. \$2.

A new book by Miss Phillips, *Pyxie, a little boy of the pines*, will be loved by the friends of *Gay Madelon*. It is the story of a little "piney" boy, abandoned by his gypsy companions and rescued by motherly Amanda. He was taken to live with Miss Mattie and went to school where he met the Book Lady. From a happy-go-lucky idler he grew to be a credit to his friends and even a hero when he saved the cranberry pickers in the forest fire. Children will not resent the strong moral tone of the story, as there is plenty of real child nature and true adventure. The pictures by Maginel Wright Barney are pleasing and have caught the spirit of the story.

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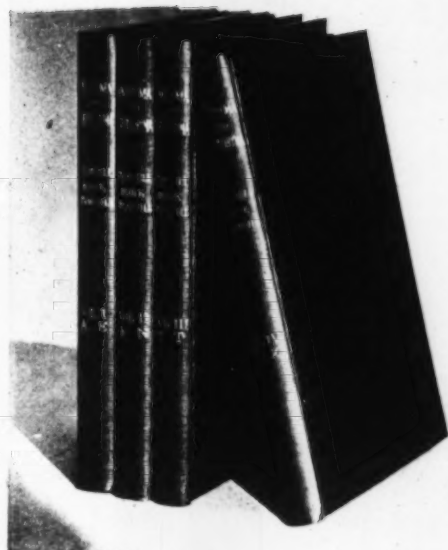
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